

**A Total Curriculum
Guide to Teach
Your Child
at Home**

*From the Editors of
American Education
Publishing*

G R A D E

5

Learn *at* Home

**Reading, Language Skills,
Spelling, Math,
Science & Social Studies**



A Full School Year of Lesson Plans • Teaching Suggestions • Reproducible Activity Sheets • Full Color



	Language Skills	Spelling	Reading
Monday	<p>Friendly Letter Review the format of a friendly letter. Discuss proper punctuation in letters, such as in addresses and dates. See Language Skills, Week 13, number 1.</p>	<p>Pretest your child on these spelling words: blocked honor product bother model promise column monster robberies common octopus soccer dodge oxen toboggan gossip problem wobble Have your child correct the pretest. Add personalized words and make two copies of this week's study list.</p>	<p>Have your child read chapters 10–11 of <i>Mr. Popper's Penguins</i>. Have your child list four adjectives to describe each of the following characters: Mr. Popper, Mrs. Popper and Captain Cook.</p>
Tuesday	<p>Have your child write a friendly letter to a friend or relative. Stress proper form and punctuation. Encourage your child to describe recent events and to ask questions in his/her letter.</p>	<p>Review this week's spelling words. Have your child complete Hidden o's (p. 151).</p>	<p>Have your child read chapters 12–14 of <i>Mr. Popper's Penguins</i>. Have him/her summarize the main idea of each chapter with a single sentence.</p>
Wednesday	<p>Teach your child the proper way to address an envelope. See Language Skills, Week 13, number 2.</p>	<p>Have your child use each of this week's spelling words correctly in a sentence.</p>	<p>Discuss the type of information that is displayed on a time line. Show your child several examples of time lines. Have your child read chapters 15–16 of <i>Mr. Popper's Penguins</i>. Have your child make a time line of events in the story, adding to the time line as he/she completes the book this week.</p>
Thursday	<p>Make a chart of capitalization rules. Keep it posted for your child's reference. See Language Skills, Week 13, number 3.</p>	<p>Have your child study this week's spelling words.</p>	<p>Have your child read chapters 17–18 of <i>Mr. Popper's Penguins</i>. Have your child make a chart of the cities that the performers visit. Then, have him/her estimate how much money they are making on tour.</p>
Friday	<p>Have your child complete Capitals (p. 150).</p>	<p>Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.</p>	<p>Have your child finish reading <i>Mr. Popper's Penguins</i>. Have your child write in his/her Reading Journal about the book. How does your child feel about Mr. Popper's choice?</p>

Math	Science	Social Studies
<p>Have your child complete Multiplication Table (p. 152). Make two copies of the completed table. On one copy, have your child circle all the even numbers in red. These are all numbers divisible by 2. On the same copy, have your child lightly shade every fifth number in blue. These are numbers divisible by 5. Finally, have your child draw a green X over every tenth number. These are all numbers divisible by 10. Study the patterns and discuss.</p>	<p>Seed Dispersal Discuss the importance of seed dispersal in a plant's propagation. Why must seeds disperse rather than drop directly beneath the plant? Obtain books and other resources on seed dispersal for your child's reference.</p>	<p>Early Presidents Have your child read about America's second president, John Adams. Discuss his good and bad qualities, as well as the highlights of his term in office. <i>What were his greatest accomplishments as president?</i> Have your child add the dates of Adams's presidency to the time line. Abigail Adams is a well-known first lady. Have your child write a short biography detailing her influence and accomplishments.</p>
<p>Teach your child how to find the numbers divisible by 3 and 9. On the second copy of the completed Multiplication Table (p. 152), have your child color every third number yellow. These are all numbers divisible by 3. Then, have your child draw an orange X over every ninth number (every third colored square). These are all numbers divisible by 9. Study the patterns and discuss. Option: Repeat this activity with numbers divisible by 4, 6, 7 and 8.</p>	<p>Some seeds are dispersed to different locations while still inside the fruit. Have your child name an example. Later, the fruit may split open and release the seed(s). Ask your child to consider how a fruit might be dispersed to a new location.</p>	<p>Have your child read about America's third president, Thomas Jefferson. Discuss his good and bad qualities, as well as the highlights of his term in office. <i>What were his greatest accomplishments as president?</i> Have your child add the dates of Jefferson's presidency to the time line. Introduce and discuss the Louisiana Purchase. See Social Studies, Week 13, numbers 1-3.</p>
<p>Quiz your child on division. Have your child complete Division (p. 153). Reteach concepts if necessary.</p>	<p>Some seeds are carried by animals. Birds and other animals eat fruits containing seeds. The seeds are not digested and the animal deposits the seeds elsewhere as part of its body waste. Other seeds are dispersed by sticking to an animal's fur or body or to clothing. Have your child sketch some of the seeds that stick to an animal's fur (with barbs or sticky coats) in his/her Science Log.</p>	<p>Lewis and Clark Expedition: Introduce your child to the explorations of Meriwether Lewis and William Clark. Provide several resources on the expedition for your child's reference. Set aside some time for your child to read about the expedition and learn some of the details of their travels. See Social Studies, Week 13, number 4. Have your child read about Sacagawea and draw a picture of her with the expedition. <i>Emma Carlson Berne, Sacagawea</i></p>
<p>Geometry: Teach your child how to use a protractor to measure angles. Have your child place the straight edge of the protractor along one ray of the angle to be measured. Ask your child to identify the number, in degrees, to which the other ray points. See Math, Week 13, numbers 1-3. Teach the following terms: <i>ray, angle, vertex, acute angle, right angle and obtuse angle</i>. Have your child complete Angle Measurement (p. 154).</p>	<p>Some seeds are dispersed by the wind. These seeds may have structures that enable them to ride the wind for long distances. Study a maple leaf seed and dandelion seeds. What structures enable these seeds to be carried by the wind? Have your child illustrate seeds traveling in the wind and landing (and sprouting) in new spots.</p>	<p>Have your child trace the journey of the Lewis and Clark expedition on a map. From this, have your child make a list of some of the geographic features the expedition encountered. <i>Consider purchasing off Amazon Joseph Bruchac's Sacagawea (Historical Fiction)</i></p>
<p>Review the following geometry terms: <i>point, line, line segment, ray and plane</i>. Show your child examples of each. Have your child complete Geometric Figures (p. 155).</p>	<p>Help your child plant a variety of seeds and label them carefully. Have your child observe and care for the plants daily, then predict which seeds will sprout first. Have your child record his/her observations and analysis in the Science Log. Remove the pressed plants from the plant press. See Science, Week 13.</p>	<p>Arrange for your child to perform some community service.</p>

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Friendly Letter)

- ▶ 1. In a letter, commas are used to separate the day from the date and the date from the year.
 Saturday, April 12, 1999 February 14, 2002
 Demonstrate the format for writing the address. Discuss where commas are used. Point out the comma after the salutation or greeting. Point out that the closing is always followed by a comma before the signature on a letter. Teach your child to indent each paragraph in the body of a friendly letter.
- ▶ 2. Show your child some envelopes that you have received in the mail. Ask what information is necessary to mail a letter (mailing address with zip code). Observe the punctuation. Have your child point out everything that is capitalized and where commas are used. Point out the use of periods after abbreviations of titles (Mr., Dr., Mrs.) and streets (St., Ave.). Give your child three envelopes to address. Have your child address one to him/herself, one to you and one to a relative or friend.
- ▶ 3. Have your child brainstorm when to use a capital letter. Then, group the list into categories. Have your child write examples for each category. Here is a sample chart of categories and examples:

abbreviations: titles (Mr., Ms., Dr., Jr., Sr.)
 business (Co., Corp., Ltd., Inc.)
 days (Mon., Tues., Wed., Sat.)
 months (Jan., Feb., Sept., Dec.)
 addresses (St., Ave., Blvd., Apt., P.O.)
 states (AR, CA, NY, PA, RI, TX)

first word in a sentence: It rained all day.
 We will spend this summer at our camp.

greeting and closing in a letter: Dear Sir, Dear Julie, Yours truly, Sincerely

outlines: first word of each main topic and subtopic

- I. Types of nutrients
 - A. Minerals
 - B. Vitamins
 - C. Proteins
 - D. Carbohydrates

pronoun I: I will read ten books this month.
 When will I read more than ten books?

proper nouns: Thomas A. Edison
 Alexander the Great (most important words)
 Golden Gate Bridge

proper adjectives: Picasso was a Spanish painter.
 She is learning to speak the Japanese language.
 We are reading Native American folktales.

holidays: Easter, May Day, Fourth of July, Labor Day

buildings: Empire State Building, Chrysler Building

companies: Good Art Company, Better Bread Company



MATH (Geometry)

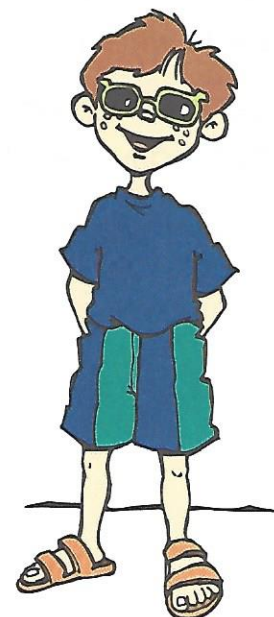
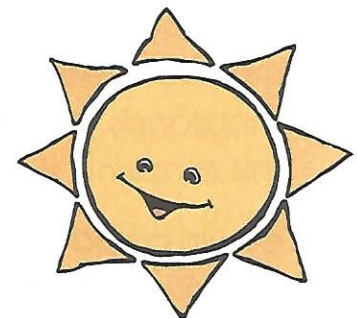
- ▶ 1. The most common type of protractor used by children is shaped like a D, but this is actually only one-half of a protractor. A protractor represents a circle divided into 360 parts. Each of these parts is called a degree. When measuring an angle, you are actually measuring how much of a circle an angle includes.
- ▶ 2. Help your child make and use a giant protractor. Draw a large (3' radius) circle on the ground or on a large sheet of butcher paper. Use a string compass to make this circle. Tie a string to a piece of chalk and cut the string to the length of the radius. Hold the end of the string at the center point while your child draws the circle with the chalk. Draw a straight line across the circle through the center point. Label one side 0° and the other side 180° where the line meets the circle. Use a small protractor to help draw the 90° angle. Write the numbers along the circle as on the protractor.
- ▶ 3. Have your child stand at the center point of the giant protractor, facing 0°. Name an angle measurement such as 45°. Have your child point with one arm to 0° and with the other to the named measurement. Repeat with several different angle measurements so your child gains a sense of the relative size of different angles. Also ask your child to identify each angle as right, obtuse or acute. Have fun with this by having your child spin around 360° or 720°.

SCIENCE (Seed Dispersal)

Help your child open the plant press, carefully removing the layers of paper and cardboard to expose the pressed leaves or flowers. If the plants seem to be nicely pressed and preserved, have your child think of ways to use these specimens. The pressed leaves or flowers could be used to make note cards or assembled together in a leaf booklet. Provide construction paper, glue, ring binders and clear, self-adhesive shelf paper. To make the booklet, have your child glue each leaf onto a sheet of paper, label the leaf and protect the page with a piece of the shelf paper. Then, bind together the leaf collection as a booklet with the ring binders.

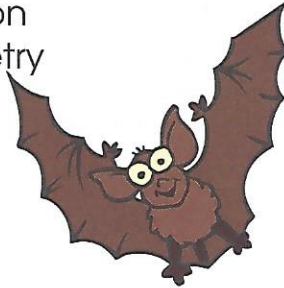
SOCIAL STUDIES (Early Presidents / Lewis and Clark Expedition)

- ▶ 1. When Thomas Jefferson was president, the United States purchased a piece of land from France. This deal was called the Louisiana Purchase and effectively doubled the size of the United States. The parcel of land lay west of the Mississippi River and was 827,987 square miles in size. Jefferson authorized the government to buy the land for \$15 million. Write those figures on the chalkboard. Ask your child if that was a lot of money. Have your child figure out how much it cost per square mile. Then, have your child compare that figure with current prices of real estate to determine whether the Louisiana Purchase was a "good deal."
- ▶ 2. Use a map to show your child the stretch of land acquired with the Louisiana Purchase. Have your child trace over the area. Have him/her write the names of the states and parts of states that were part of the purchase.
- ▶ 3. Have your child read about the Louisiana Purchase in an encyclopedia. Discuss. Ask your child the date of the purchase. Have him/her add the date to the time line. *Was the Louisiana Purchase a good acquisition? Why or why not?* Ask your child to imagine that Jefferson had not made the purchase. *How big might America be today? What language(s) would probably be spoken in what is now known as the United States?*
- ▶ 4. President Jefferson was anxious to map an all-water route to the Pacific Ocean across the continent. He sent Meriwether Lewis, his private secretary, to lead the expedition along with William Clark, who had traveled in the West and knew how to communicate with Native Americans. Clark was also an excellent cartographer and artist. Clark mapped and drew animals and plants he saw on the expedition.



Always remember to capitalize the following:

- first word in a sentence
- first word in a direct quotation
- first word in every line of poetry
- pronoun I
- initials
- proper nouns
- proper adjectives



Underline each word that should begin with a capital letter.

one summer night, seth and tony noticed a bat flying overhead.

"did you know that bats help control insects?" remarked tony.

seth replied, "somehow i always think of dracula when i see a bat."

"long ago, people of slavic countries believed in vampires, but a bat isn't really scary," laughed tony. "a brown bat weighs only about half an ounce."

"i haven't seen one up close," admitted seth.

"a good place to see bats is carlsbad caverns in new mexico. a colony of mexican free-tailed bats lives in one of the caves. at dusk, hundreds of thousands of bats fly out to hunt. many american tourists visit there to see this amazing sight."

edwin gould studied the eating habits of bats in cape cod, massachusetts. donald r. griffin photographed bats eating. one tiny bat caught 175 mosquitoes in fifteen minutes of hunting! fredric a. webster discovered that bats catch insects with their tail membranes.

most north american bats hibernate during december, january and february. when early insects come out in march or april, the bats awaken.

Bats



Bats come out at night,
Catching insects in their flight.
Furry little mammal brown,
Found in country, village and town.

blocked
bother
column
common
dodge
gossip
honor
model
monster
octopus
oxen
problem
product
promise
robberies
soccer
toboggan
wobble

Circle the spelling words in the word search. Look horizontally, vertically and diagonally. **Write** each word below when you find it.



r	e	c	c	o	s	b	h	i	k	y	a
x	m	w	o	s	p	r	o	d	u	c	t
v	o	i	m	q	d	b	n	t	x	v	e
g	d	u	m	n	o	h	o	l	h	j	f
e	e	b	o	g	d	a	r	d	n	e	o
l	l	l	n	g	g	e	p	r	e	u	r
b	s	o	v	t	e	n	r	d	q	f	o
b	p	c	m	o	c	t	o	p	u	s	b
o	r	k	o	b	r	o	b	x	e	l	b
w	o	e	n	o	m	g	l	n	e	r	e
f	m	d	s	g	f	t	e	u	q	n	r
n	i	f	t	g	x	a	m	g	m	s	i
s	s	e	e	a	n	w	n	t	h	n	e
b	e	v	r	n	g	o	s	s	i	p	s

Write the number of syllables in the parentheses ().

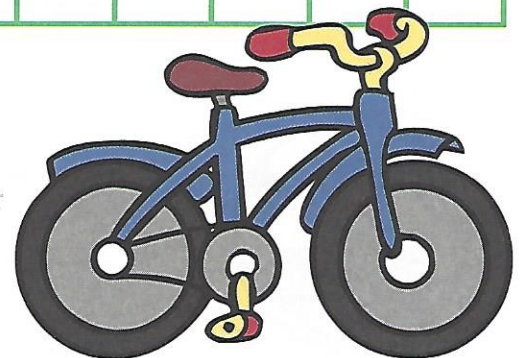
1. _____ ()
2. _____ ()
3. _____ ()
4. _____ ()
5. _____ ()
6. _____ ()
7. _____ ()
8. _____ ()
9. _____ ()
10. _____ ()
11. _____ ()
12. _____ ()
13. _____ ()
14. _____ ()
15. _____ ()
16. _____ ()
17. _____ ()
18. _____ ()



Multiplication Table

Week 13

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													



Solve.

1. $9 \overline{) 3,654}$

2. $8 \overline{) 835}$

3. $6 \overline{) 618}$

Estimate.

4. $36 \overline{) 660}$

5. $23 \overline{) 4,280}$

6. $158 \div 21$

Solve.

7. $24 \overline{) 228}$

8. $1298 \div 37$

9. $\frac{703}{41}$

10. What is the cost for 1 golf ball?

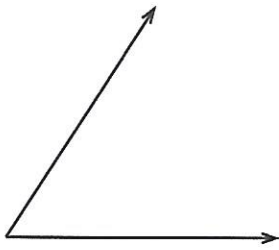
**On Sale
Today Only**
One dozen golf balls
Only \$3.36



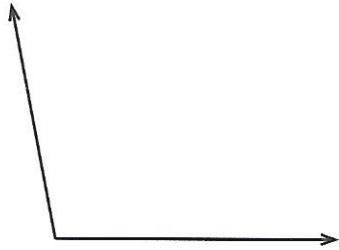
Angle Measurement

The **degree** is the unit used to measure angles.

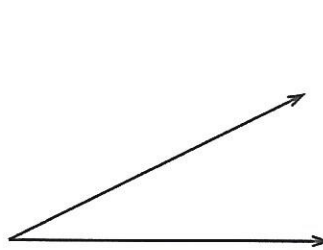
Measure the following angles using a protractor.



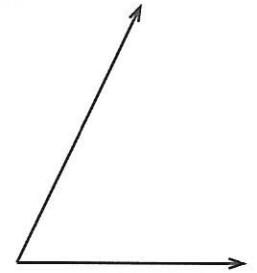
1. _____



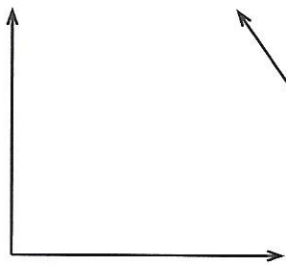
2. _____



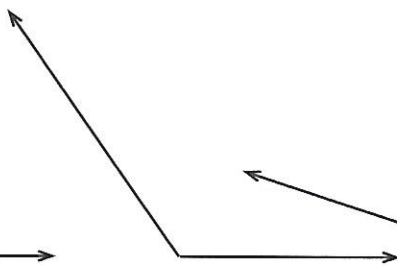
3. _____



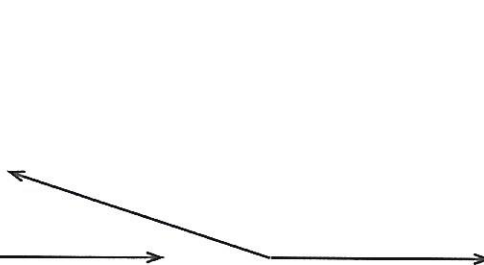
4. _____



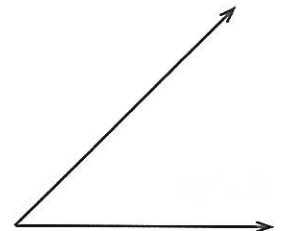
5. _____



6. _____



7. _____



8. _____

Draw the angles given using a protractor.



1. 70°



2. 120°



3. 40°



4. 90°



5. 150°

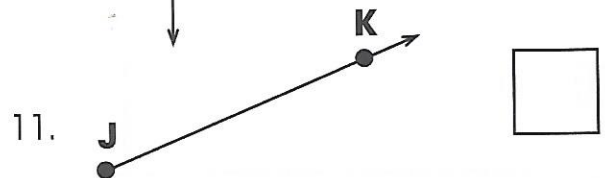
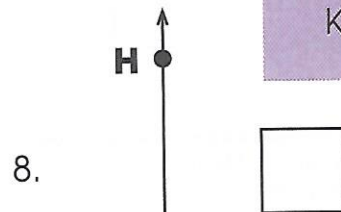
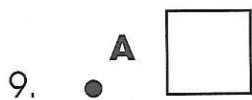
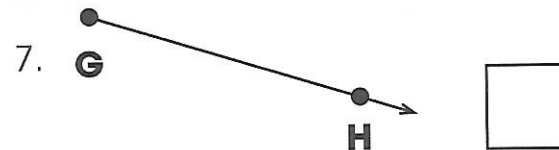
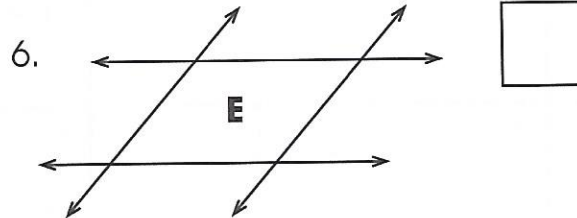
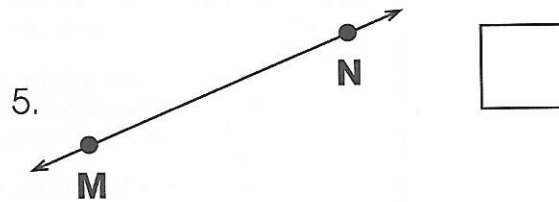
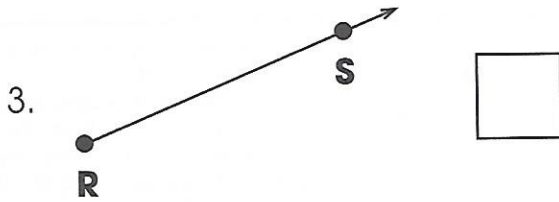
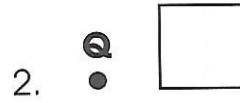


6. 110°

Geometric Figures

Write the correct letter in the box next to each figure.

Point S = $\bullet S$ Ray XY = \overrightarrow{XY}
 Line CD = \overleftrightarrow{CD} Line segment BC = \overline{BC}



- A. \overrightarrow{GH}
- B. Point Q
- C. Plane E
- D. Point A
- E. \overrightarrow{OP}
- F. \overleftrightarrow{LM}
- G. \overline{YZ}
- H. \overleftrightarrow{MN}
- I. \overleftrightarrow{HI}
- J. \overrightarrow{JK}
- K. \overrightarrow{RS}

	Language Skills	Spelling	Reading
Monday	Discuss the genre of science fiction. Help your child plan a science fiction short story. See Language Skills, Week 14, number 1. Have your child make a plan for writing and start working on a rough draft.	Pretest your child on these spelling words: bucket lucky struck button public subject crunchy refund thunder dusk ruffle trust guppies skunk ugly judges spun umbrella Have your child correct the pretest. Add personalized words and make two copies of this week's study list.	Introduce <i>Hang Tough, Paul Mather</i> by Alfred Sote. The first chapter in this book is not the beginning of the story. Discuss how the author gets Paul to tell his own story. Have your child read chapters 1 and 2 of <i>Hang Tough, Paul Mather</i> .
Tuesday	Capitalization: Book, magazine and newspaper titles are traditionally underlined (now, often italicized) and capitalized in running text. Help your child find examples in book reviews and magazine articles. See Language Skills, Week 14, number 2.	Review this week's spelling words. Have your child complete Utterly Upbeat u (p. 160).	Have your child read chapters 3 and 4 of <i>Hang Tough, Paul Mather</i> . Discuss the importance of reading carefully. Some words may have more than one meaning. Reading too quickly may leave a reader with a false understanding of a word or passage. If a sentence doesn't make sense, have your child look up the key words in a dictionary. Have your child complete Double Trouble (p. 161).
Wednesday	Review proper nouns. Proper nouns are names of specific persons, places, things and ideas. See Language Skills, Week 14, number 3.	Have your child use each of this week's spelling words correctly in a sentence.	Charts and Diagrams: Have your child read chapters 5 and 6 of <i>Hang Tough, Paul Mather</i> . Teach your child how to read a diagram. A diagram combines pictures and labels to communicate information. See Reading, Week 14, numbers 1-3. Have your child complete Take Me out to the Ball Game (p. 162).
Thursday	Have your child revise, edit and improve this week's science fiction story, focusing on capitalization and punctuation when proofreading. Have your child prepare the piece for publication. For ideas on how to publish your child's work, see page 6.	Have your child study this week's spelling words. For activity ideas, see pages 9-10.	Have your child read chapters 7 and 8 of <i>Hang Tough, Paul Mather</i> . Review metaphors. Compare and contrast with similes. Have your child think of similes and metaphors to describe Paul's behavior and/or pitching.
Friday	Help your child compile and edit his/her best written work (poems, stories, essays, etc.) so far into a literary magazine. For more information on producing a literary magazine, see page 6.	Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.	Show your child examples of charts from a newspaper or magazine. Ask your child questions about the information presented in the charts. See Reading, Week 14, number 4. Have your child read chapters 9 and 10 of <i>Hang Tough, Paul Mather</i> . Have him/her create a line graph that shows Paul's changing emotions in chapters 8 and 10.

Math	Science	Social Studies
<p>Introduce the terms <i>intersecting</i>, <i>parallel</i> and <i>perpendicular</i>. Draw a simple street map. Have your child study the map to answer questions: <i>Which street runs parallel to Main Street?</i> <i>Which two streets does Lewis Street intersect?</i> <i>Which streets are perpendicular to Park Road?</i> <i>Which streets are parallel to the Big River?</i></p>	<p>Plants and Their Needs Have your child look up and read about <i>geotropism</i>, <i>hydrotropism</i> and <i>phototropism</i> in plants. Have your child complete Plant Movements (p. 166).</p>	<p>Have your child continue to read about the Lewis and Clark expedition. Guide your child's reading with the following questions: <i>How high is Pike's Peak? What plants and animals did Clark sketch? How did Lewis and Clark and their crew spend the winter? How long was their journey?</i> Have your child complete What a Trip! (p. 167).</p>
<p>The sum of the angles in any triangle is 180°. See Math, Week 14, number 1. Teach your child about the different types of triangles: <i>equilateral</i>, <i>isosceles</i>, <i>scalene</i> and <i>right</i>. Have your child look around your house to find examples of each type of triangle.</p>	<p>Use the bean plants from the Do Plants Need Light? activity (p. 120) in Week 10 to demonstrate geotropism. See Science, Week 14.</p>	<p>On their expedition, Lewis and Clark encountered the Mandan tribe. Have your child read the Mandan legend of their origins. See Social Studies, Week 14, number 1. After reading, have your child draw a picture to illustrate the legend.</p>
<p>A quadrilateral is a four-sided figure. There are five variations of the quadrilateral: <i>square</i>, <i>trapezoid</i>, <i>rhombus</i>, <i>rectangle</i> and <i>parallelogram</i>. There is some overlap between them. For example, a square is also a rectangle and a rhombus. See Math, Week 14, number 2 for definitions and illustrations of each type of quadrilateral. Have your child complete Identify the Quadrilateral (p. 163).</p>	<p>Use any houseplant to demonstrate phototropism. Choose a plant that is growing near a window. Turn the plant 180°. Observe the change in the plant over the next day or two. Have your child sketch the plant just after it is turned. Have him/her draw the plant again after one or two days. Be sure your child includes the window in the drawings.</p>	<p>Have your child paint four panels depicting Lewis and Clark's journey. See Social Studies, Week 14, number 2. <i>Have your child read <u>Winged Moccasin</u> by Frances Joyce Farnsworth. Have him/her keep an "anecdotal record" of the events in each chapter. After completing the book, have your child summarize the story using these records for reference.</i></p>
<p>Teach your child about other polygons. <i>Pentagon</i>: five sides and five angles <i>Hexagon</i>: six sides and six angles <i>Octagon</i>: eight sides and eight angles <i>Decagon</i>: ten sides and ten angles Regular polygons are polygons whose sides are all the same length and whose angles all have the same measurements. Have your child complete Shapes in Hiding (p. 164).</p>	<p>Use one of the bean plants to demonstrate the importance of leaves in the growth and success of a plant. Pinch off all of the leaves (or all except one) from a bean plant. Continue to care for it by providing sun and water. Have your child predict what will happen to the bean plant with no leaves. Have your child observe the health of the plant over several days. Discuss the results of the experiment.</p>	<p>Pioneers: Introduce your child to the pioneers and to the pioneer lifestyle. See Social Studies, Week 14, numbers 3 and 4. Have your child look up the word <i>pioneer</i> in the dictionary. Have your child rewrite the definition in his/her own words.</p>
<p>Test your child's critical thinking skills and knowledge of geometry. Have your child complete Lines Across a Triangle (p. 165).</p>	<p>Provide resources on photosynthesis for your child's reference. Have your child explain photosynthesis in his/her Science Log. Ask your child to include a diagram as well. Pose the following question: <i>What is the purpose of a plant's leaves?</i></p>	<p>Arrange for your child to perform some community service.</p>


 TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Capitalization)

- ▶ 1. Science fiction typically deals with technological advances that have not yet been realized. Science fiction speculates on the future. Submarines, helicopters, laser beams, robots, space travel and advanced communication devices are all science fiction topics of the past. Today, these technological advances are real. Ask your child to project what scientific achievement might occur in the next 100 years. Have your child select one of these projections and use it to write a story that takes place in the future. **Sample story starter:** *The spaceship was in trouble and had to make an emergency landing. The pilot of the ship called NASA. The engineers advised the pilot she was closest to Saturn and that she should land there.* (Notice the combination of existing technology with futuristic.)
- ▶ 2. Write the following book, magazine and newspaper titles on the chalkboard. Have your child capitalize and alphabetize the titles. If the title starts with *a*, *the* or *an*, your child should alphabetize the title by the first letter in the second word.

how to train your dog	family circle	time
the cincinnati reporter	mystery of the fat cat	fortune
where the red fern grows	treasure island	the delaware times
summer of the swans	the call of the wild	popular mechanics
seventeen	san francisco monitor	albuquerque journal
- ▶ 3. The names of mountains, lakes, rivers, seas, oceans and other geographic terms (proper nouns) begin with capital letters. **Examples:** Hudson River, Pacific Ocean. Have your child draw a five-column chart. At the head of each column, have your child write a geographic term, such as *Rivers*, *Mountains*, *Lakes*, *Seas* and *Deserts*. Have your child use an encyclopedia or atlas to locate at least five examples of each geographic term and write their names in the appropriate columns.

READING (Charts and Diagrams)

- ▶ 1. Look at a weather map with your child. Discuss the different symbols used and their meanings. Ask your child to explain why he/she thinks symbols are used instead of words.
- ▶ 2. Explain that a time line is a kind of diagram. Create a time line of events for the next month. Leave room for your child to fill in events as they occur. Have him/her label the time line with dates and events.
- ▶ 3. Have your child draw a diagram of a baseball player, labeling each part of his/her uniform and equipment.
- ▶ 4. Collect tables and charts (movie timetables, bar graphs, pie charts, television viewing guide, etc.) from newspapers and magazines for your child to examine. Ask questions that require your child to process the information presented in the tables and charts. Ask why tables and charts might be included in articles. How is a chart better at presenting data than a paragraph?

MATH (Geometry)

- ▶ 1. Triangles always have three angles. The three angle measurements always add up to 180° . Illustrate this concept by placing the three angles together. Have your child draw any triangle using a straight edge. Cut out the triangle and mark each angle with a colored mark. Cut off each corner and place the vertices together with the sides touching. Your child will see that the three angles make a straight angle of 180° (a semicircle). Repeat with other triangles. The angles of any triangle will add up to 180° , no matter what the configuration of the triangle.

- ▶ 2. Encourage your child to become familiar with the following quadrilaterals:



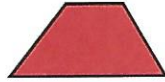
Square: a rectangle with all sides equal



Rhombus: a parallelogram with four equal sides



Parallelogram: opposite sides are parallel; opposite sides and angles are equal



Trapezoid: exactly one pair of opposite sides is parallel



Rectangle: a parallelogram with four right angles

SCIENCE (Plants and Their Needs)

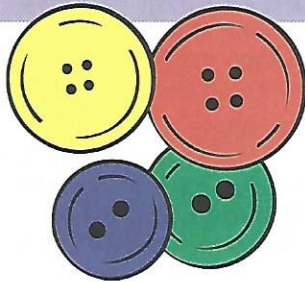
For this demonstration, you will need small plastic bags, soil and masking tape. Have your child remove some of the bean plants, placing one plant in each of the plastic bags. (save one or two plants for a later experiment.) Add soil to cover the roots and water lightly. Close the top of the bag around the stem, allowing most of the bean plant to remain outside of the bag, and seal with masking tape. Have your child find different places in your classroom where the bags can be suspended with more masking tape. Leave some bags upright, turn some on their sides and turn some upside down. Have your child observe the changes in the plants over the next week. This experiment will demonstrate the nature of geotropism: the tendency of plants to grow upward, no matter which way they are turned. Conversely, the roots will always grow downward.

SOCIAL STUDIES (Lewis and Clark Expedition / Pioneers)

- ▶ 1. This is the story of the origins of the Mandan tribe as told to Lewis and Clark in the winter of 1804. Copy the following Mandan legend for your child to read:
- It was believed long, long ago that the Mandan tribe lived under the earth near a lake. They could see daylight through the openings made by the roots of a grapevine that grew down into their underground residence. With the help of several animals, some of the Mandans were able to reach the grapevine and climb above ground. When they emerged, they explored the land on which they found themselves.*
- They liked what they saw—land with lots and lots of buffalo and many trees full of different kinds of fruits. Word of these riches got back to those who had stayed below, and many of them decided to come see for themselves. About half the men, women and children in the tribe had reached the surface when the vine broke under the weight of a very fat woman. The rest of the tribe was not able to climb out from under the ground. Those that made it to the top were taught how to survive in their new surroundings by their leader, Good Fur Robe. They believed the name of their tribe came from the Indian word, minatarees, which means "people of the willow."*
- ▶ 2. Have your child divide Lewis and Clark's expedition into four parts: *Setting Out*, *Indian Contact*, *Crossing the Rockies* and *On the Columbia River*. Give your child four pieces of paper, each measuring 18" x 24". Have your child paint pictures to represent the four aspects of the journey on the four pieces of paper. When the paint dries, have your child use a black marker to write the title on each picture.
- ▶ 3. Discuss the characteristics a pioneer needed to possess in order to survive. Ask your child to recall information about the following pioneers or pioneer trails: Daniel Boone, the Oregon Trail, the Santa Fe Trail and the Lewis and Clark expedition. Give your child an opportunity to talk about movies or television programs that are about the journeys westward in wagon trains and on riverboats.
- ▶ 4. Find books of American songs and poems that tell of the "pioneer spirit" and life on the frontier. Have your child read these, then draw or paint an image that symbolizes the pioneering spirit.

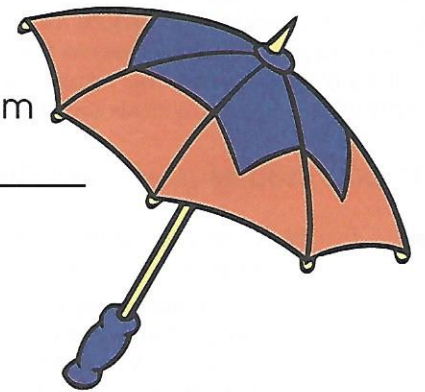
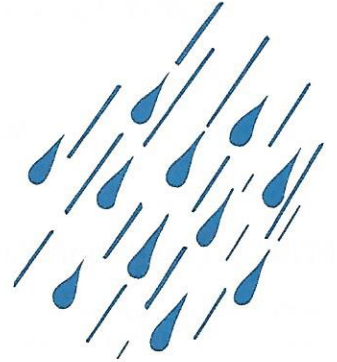
Utterly Upbeat u

bucket
button
crunchy
dusk
guppies
judges
lucky
public
refund
ruffle
skunk
spun
struck
subject
thunder
trust
ugly
umbrella



Complete each phrase with a spelling word.

1. chewing sometimes makes a _____ sound
2. books from the _____ library
3. from dawn to _____
4. return it for a _____
5. _____ your instincts
6. my _____ number
7. lightning _____ the pole
8. math is my favorite _____
9. the _____ duckling
10. the top _____ rapidly
11. the _____ in my aquarium
12. water poured from the _____
13. _____ and lightning
14. open the _____
15. sew on the _____
16. annoying _____ spray
17. nine _____ on the court
18. added a _____ to the curtain



Fill in the missing letters to complete the spelling words.

j__dges
gu__ies
__gly
bu__et
tr__st
sp__n

__unk
__fund
bu__on
ru__le
c__nchy
su__ect

um__ella
__under
__sk
__uck
pub__ic
lu__y

Double Trouble

Fill in the blanks with the correct definition number for each underlined word.

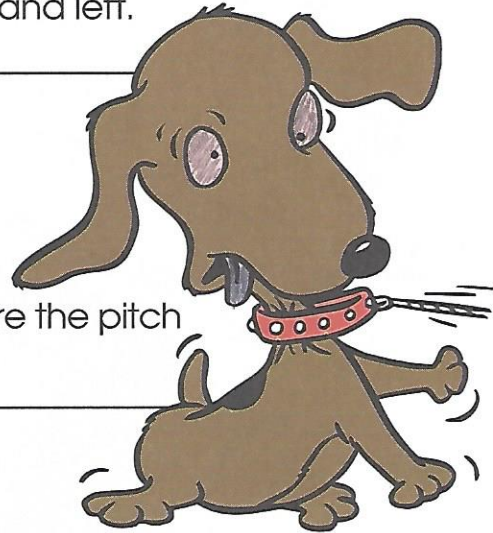
Example: 3 I was covered with pitch after climbing the pine tree.

winding	1. having bends or curves 2. the act of turning something around a central core
wolf	1. to gulp down 2. a large carnivorous member of the dog family
pitch	1. to sell or persuade 2. to throw a ball from the mound to the batter 3. a resin that comes from the sap of pine trees



- ___ 1. Do girls' clubs pitch cookies?
- ___ 2. We are winding the top's string tightly.
- ___ 3. The adult wolf returned to her lair.
- ___ 4. Red didn't pitch after the fourth inning.
- ___ 5. The Mather family had a winding driveway.
- ___ 6. The young ball player wolfed down his lunch and left.

choke	1. to strangle 2. to bring the hands up on the bat
hitch	1. obstacle 2. to fasten or tie temporarily
windup	1. the swing of the pitcher's arm just before the pitch 2. a concluding part

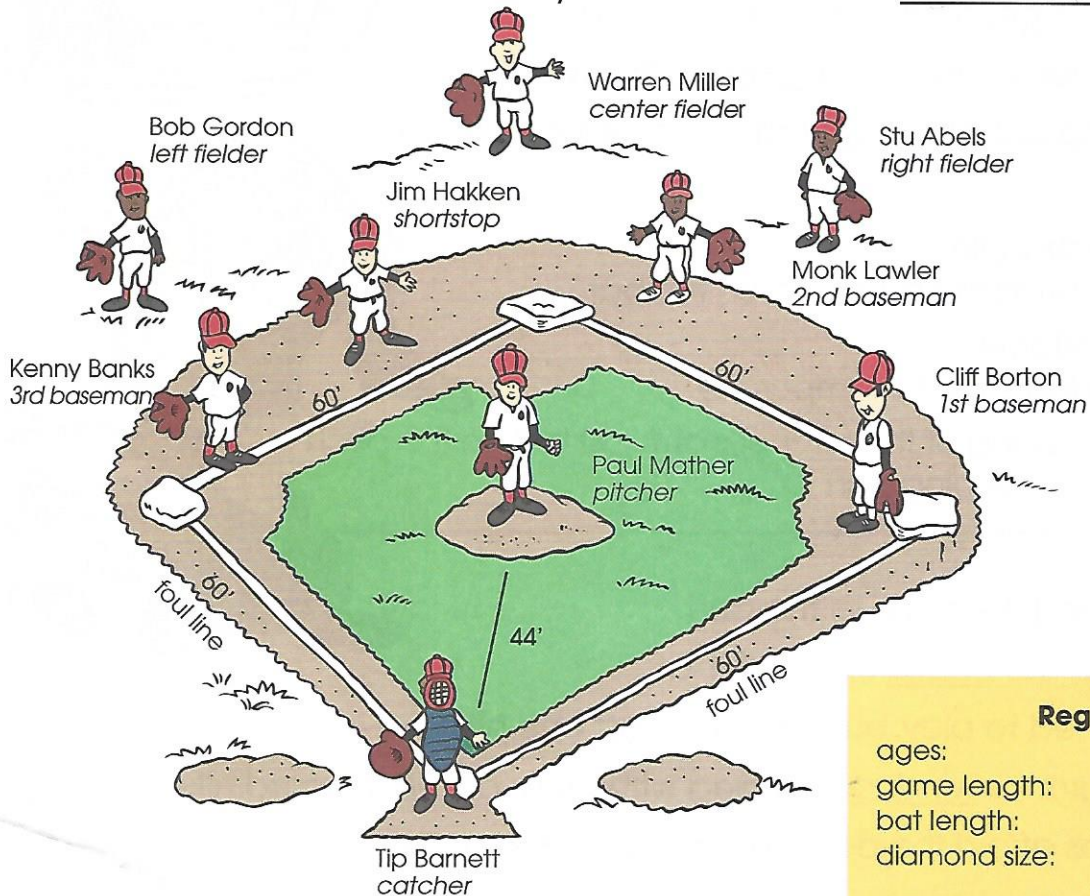


- ___ 1. We hitched the mule to the cart.
- ___ 2. Tip would not choke up on his bat.
- ___ 3. Paul wished to play, but there was just one hitch.
- ___ 4. The program's windup was filled with more of Joe's record hits.
- ___ 5. Mom was afraid the dog would choke itself on its leash.
- ___ 6. He has a great windup and curve ball.

Take Me out to the Ball Game

Use the diagram to answer the questions.

1. Who plays left field?
2. How far is it from first to second base?
3. Does Monk Lawler play the outfield?
4. How many innings are played in Little League?
5. If a batter hits a triple, how many feet will he run?
6. What position does Cliff Borton play?
7. How far is Paul Mather from home plate?
8. Can a 10-year-old child play Little League ball?
9. How long may a bat be?
10. What position does Jim Hakken play?
11. Is Stu closer to Monk or Kenny?

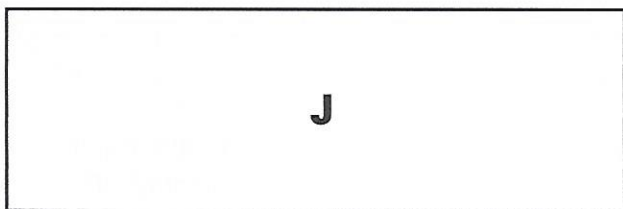
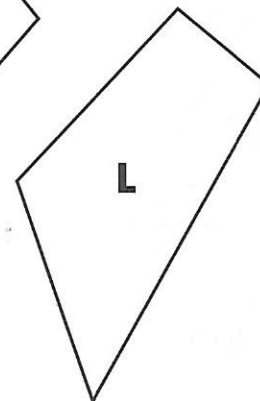
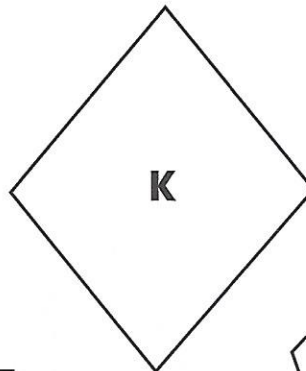
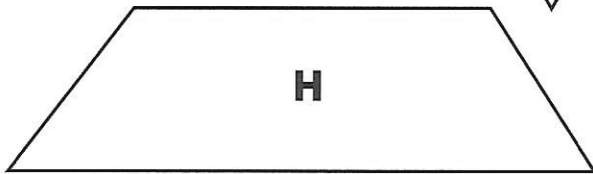
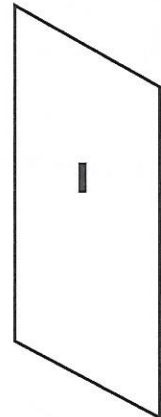
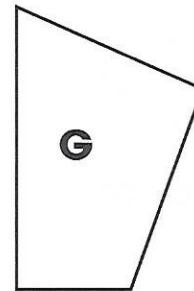
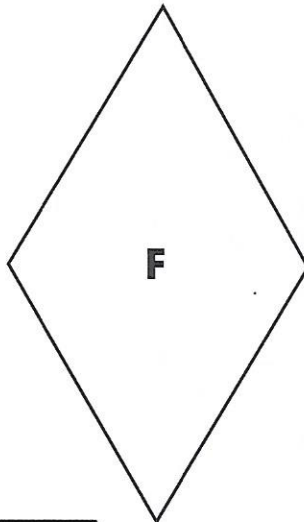
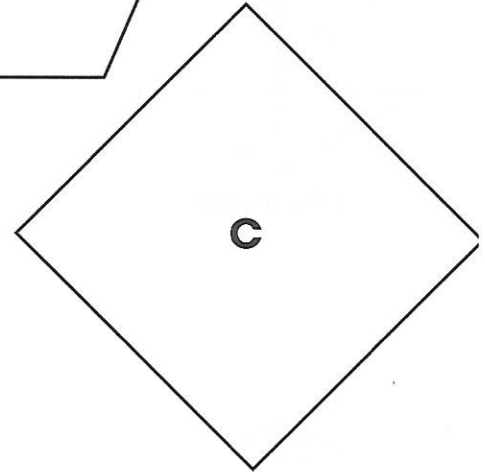
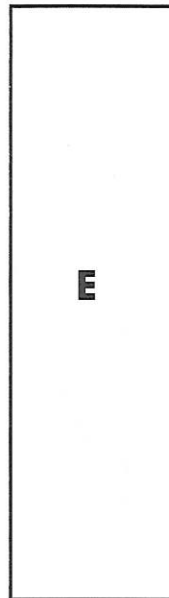
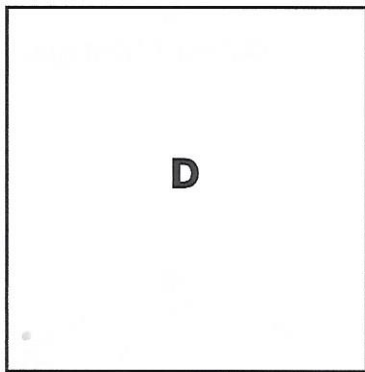
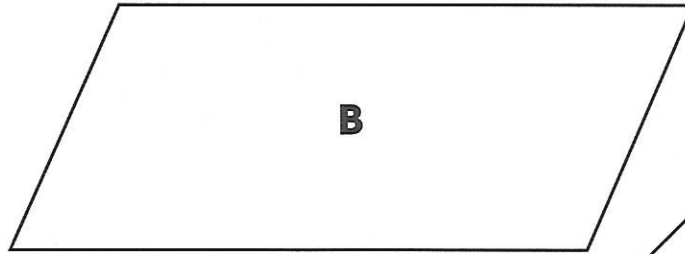
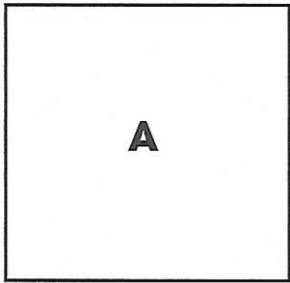


Regulations	
ages:	9-12
game length:	6 innings
bat length:	no longer than 33"
diamond size:	$\frac{2}{3}$ regulation
	baseball size
ball weight:	5-5 $\frac{1}{4}$ oz.

Identify the Quadrilateral

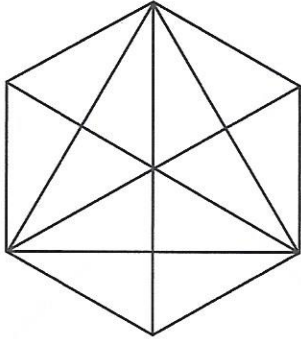
Week 14

Cut out and sort the shapes. Make your own categories and name them.

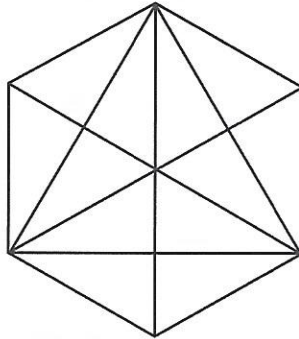


Shapes in Hiding

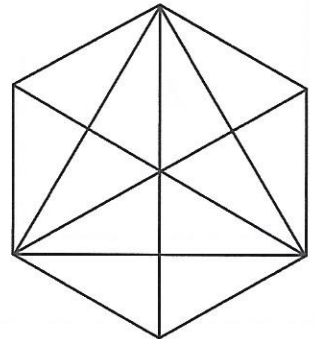
Shade triangles to make each shape.



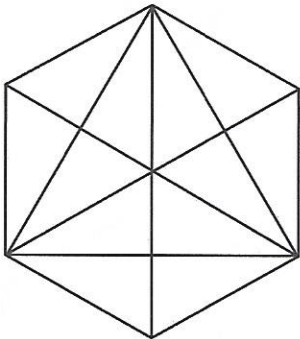
a triangle



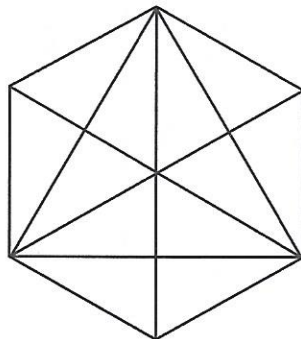
a different triangle



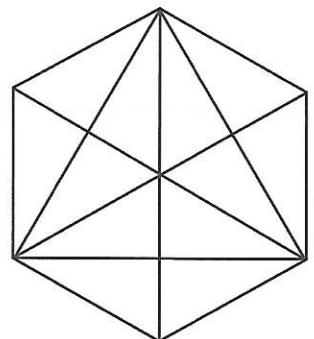
a different triangle



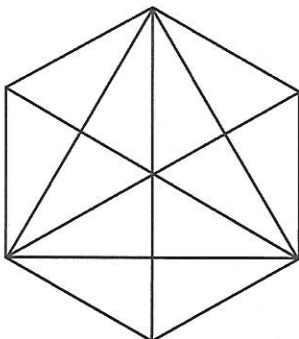
a different triangle



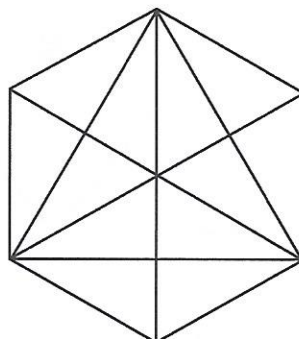
a quadrilateral



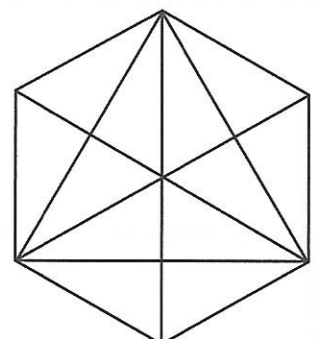
a different quadrilateral



a pentagon



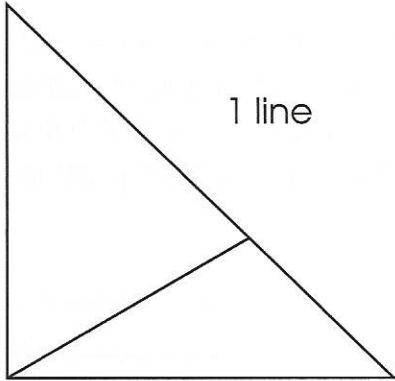
a hexagon



a different hexagon

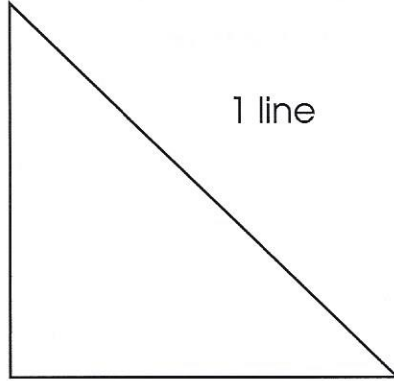
Lines Across a Triangle

Draw the given number of straight lines to divide each triangle into the shapes listed. The first one has been done for you.



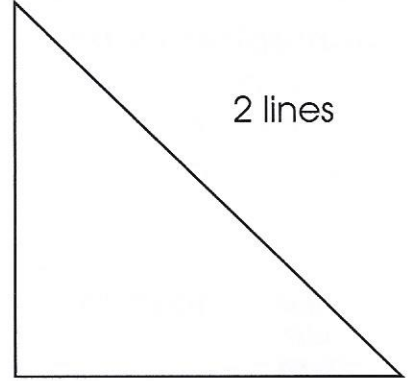
1 line

2 triangles



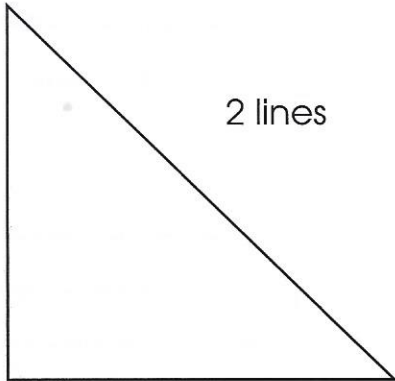
1 line

1 triangle
1 quadrilateral



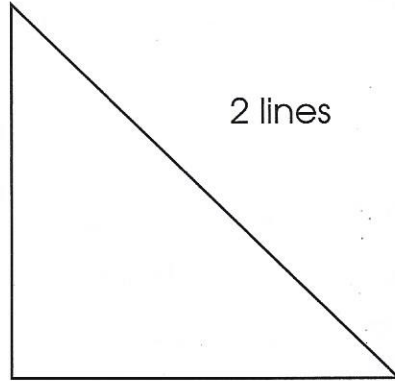
2 lines

1 rectangle
2 triangles



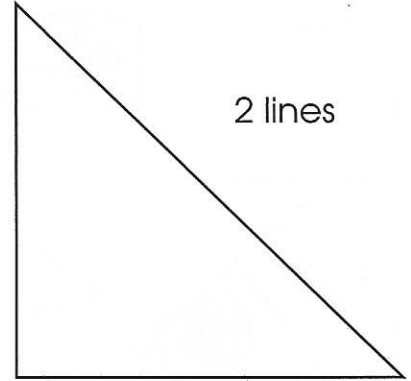
2 lines

3 triangles
1 quadrilateral



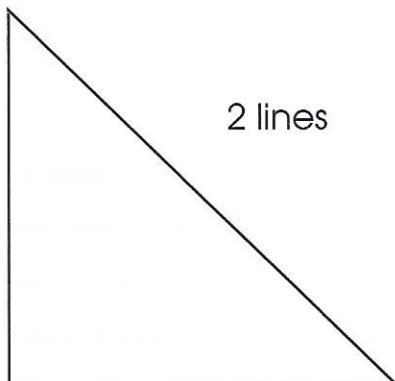
2 lines

2 triangles
1 quadrilateral



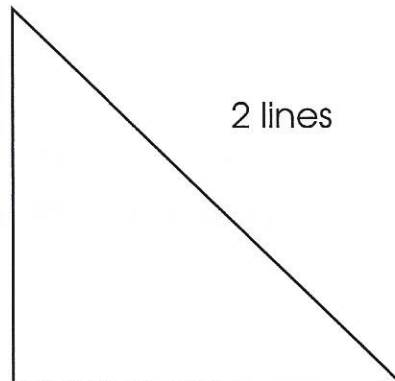
2 lines

3 triangles



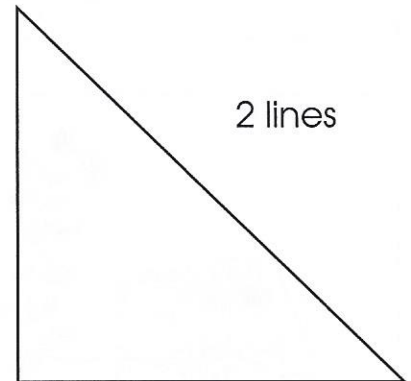
2 lines

2 triangles
2 quadrilaterals



2 lines

2 triangles
1 pentagon



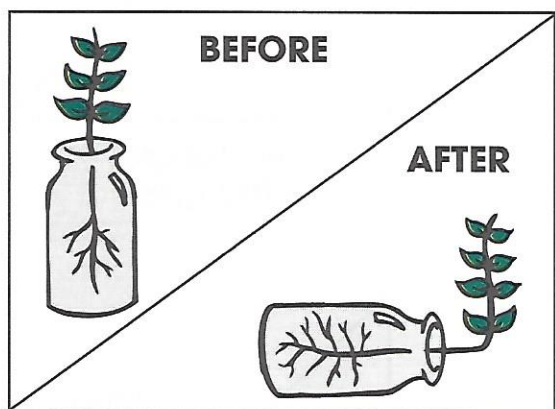
2 lines

2 triangles
1 square

Plant Movements

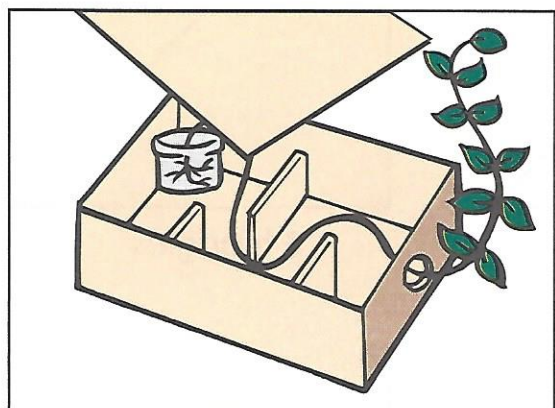
After a seed germinates and anchors itself by its roots in one place, it can still show some movement. These movements are called **tropisms**. Tropisms are a plant's response to stimuli such as light, gravity and water.

Geotropism, hydrotropism and **phototropism** are three tropisms that are easily demonstrated with bean seedlings. Research these three types of tropisms using an encyclopedia, science textbook or other source. Study the pictures of the three experiments. Name the kind of tropism. Explain what is happening in each picture.



Kind of Tropism: _____

What happened? _____



Kind of Tropism: _____

What happened? _____



Kind of Tropism: _____

What happened? _____

What a Trip!

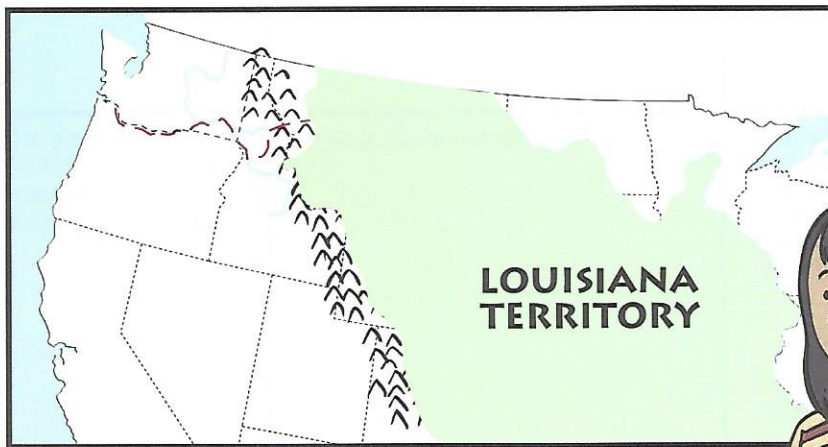
Read the paragraphs about Meriwether Lewis and William Clark's journey to the Pacific Coast. Then, **plot** their journey on the map below.

Lewis and Clark led the first expedition across our country's vast northwestern wilderness. It began in 1804 and lasted more than two years. The expedition covered almost 7,700 miles.



President Thomas Jefferson chose Lewis to lead the expedition. Then, Jefferson and Lewis selected Clark to be second in command. Lewis and Clark and their group of about 45 people set out on May 14, 1804, and traveled up the Missouri River. In October, they reached a village of friendly Mandan Indians in what is now North Dakota. They built Fort Mandan near there and stayed for the winter.

On April 17, 1805, the journey resumed. By summer, the group made the hardest part of the trip—they crossed the Rocky Mountains. This took them about a month. From there, they reached the Clearwater River in what is now Idaho. They built new canoes and then paddled toward the Columbia River which they reached in October. The expedition continued on in hopes of reaching the Pacific Coast. They ultimately succeeded, arriving at the coast in November of 1805.



----- Lewis and Clark Expedition
1804-1806



1. Label the areas that are now states through which Lewis and Clark journeyed.
2. Label the rivers on which the expedition traveled.
3. Label the Rocky Mountains.
4. Label the Pacific Ocean.
5. Put a star where the group met the Mandan Indians.

	Language Skills	Spelling	Reading																		
Monday	<p>This week, have your child write a tall tale. Have your child think of a main character who possesses a unique trait, such as great intelligence or incredible speed. Have your child exaggerate the character's traits to make him/her "larger than life." Also encourage your child to include some dialogue or quotations in the story. Have your child make a plan for writing, then start working on a rough draft.</p>	<p>Pretest your child on these spelling words:</p> <table border="0"> <tr> <td>afford</td> <td>forlorn</td> <td>perfume</td> </tr> <tr> <td>carton</td> <td>further</td> <td>refer</td> </tr> <tr> <td>curtain</td> <td>girth</td> <td>starch</td> </tr> <tr> <td>departing</td> <td>harbor</td> <td>sturdy</td> </tr> <tr> <td>directions</td> <td>observe</td> <td>temper</td> </tr> <tr> <td>emergency</td> <td>origin</td> <td>thirst</td> </tr> </table> <p>Have your child correct the pretest. Add personalized words and make two copies of this week's study list.</p>	afford	forlorn	perfume	carton	further	refer	curtain	girth	starch	departing	harbor	sturdy	directions	observe	temper	emergency	origin	thirst	<p>Have your child plot the excitement level of <i>Hang Tough, Paul Mather</i> by chapter. Have him/her rate the excitement of each chapter as <i>dull, somewhat interesting, interesting, getting tense</i> or <i>exciting</i>. Have your child plot the chapter ratings on a line graph (with excitement levels along the vertical axis) in chronological order to see a plot profile. Discuss chapters 11 and 12 of <i>Hang Tough, Paul Mather</i>.</p>
afford	forlorn	perfume																			
carton	further	refer																			
curtain	girth	starch																			
departing	harbor	sturdy																			
directions	observe	temper																			
emergency	origin	thirst																			
Tuesday	<p>Quotations: Write several sentences containing quotation marks on the chalkboard. Teach your child the proper way to punctuate each sentence. Focus today on the placement of commas. See Language Skills, Week 15, number 1. Give your child several sentences containing dialogue to punctuate correctly. Examples: I'm going to the store said Jim. Tom replied I'll go with you.</p>	<p>Review this week's spelling words. Have your child complete "R" You Listening? (p. 172).</p>	<p>Have your child read chapters 13–14 of <i>Hang Tough, Paul Mather</i>. Have your child complete Throwing Too Many Curves (p. 173).</p>																		
Wednesday	<p>Final commas are omitted in quotations when a question mark or an exclamation point is required. Examples: "When is the plane due?" asked Ned. "Watch your step!" shrieked Father. Give your child a list of sentences containing quotations. Include punctuation, some correct and some incorrect. Have your child read each sentence and make any necessary changes in punctuation.</p>	<p>Have your child use each of this week's spelling words correctly in a sentence.</p>	<p>Have your child read chapters 15–17 of <i>Hang Tough, Paul Mather</i>. Have your child complete Day of Reckoning (p. 174).</p>																		
Thursday	<p>Every quotation begins with a capital letter. Examples: "This is my brother," said John. Mark asked, "How old is he?" When a direct quotation is interrupted, however, the second part is not capitalized. Example: "He is only three," replied John, "but he is big for his age." Give your child several sentences containing quotations. Write in all lower-case letters and without punctuation. Have your child rewrite each sentence correctly.</p>	<p>Have your child study this week's spelling words.</p>	<p>Give your child three or four choices for a book project. For project ideas, see page 13. Let your child choose a project. Have him/her work to complete the project today and tomorrow.</p>																		
Friday	<p>Help your child avoid always using the word "said" with quotations. Brainstorm a list of alternative signal words, such as <i>screamed, demanded, admitted, wailed, shouted, argued, growled, whined, bellowed, stammered, screeched, accused, replied, snapped, stuttered, shrieked, answered, bragged, laughed, muttered, inquired, argued, hollered and whispered</i>. See Language Skills, Week 15, numbers 2 and 3.</p>	<p>Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.</p>	<p>Give your child time to complete his/her book project begun yesterday.</p>																		

Math	Science	Social Studies
<p>Teach your child to recognize congruent shapes, angles and lines. <i>Congruent</i> figures are identical in size and shape but may be in different positions. Draw several pairs of angles, polygons and line segments on the chalkboard. Have your child determine if each pair is congruent.</p>	<p>Plant Identification Explain how a key can be used in the identification of a flower, shrub or tree. See Science, Week 15, number 1. Have your child complete Name That Tree (p. 176).</p>	<p>Pioneer Life Help your child construct a concept map on the topic of pioneer life in America. See Social Studies, Week 15, number 1.</p>
<p>Discuss the concept of <i>symmetry</i>. See Math, Week 15, number 1. Have your child find objects around the house and in the neighborhood that are symmetrical. Have your child write the upper- and lower-case letters of the alphabet neatly on a sheet of paper. Have him/her draw the line of symmetry in each symmetrical letter and circle the letters that are not symmetrical.</p>	<p>Teach your child how to use a field guide to identify leaves, flowers or trees. Discuss how the book is organized to help you identify the name of the plant. Have your child bring along a field guide as you walk through the woods, a park or a garden. Have your child try to identify the plants you see and write down the names of all the plants he/she can identify.</p>	<p>Have your child begin to answer some of yesterday's questions by doing some research. Have your child read books about pioneers and study the varied aspects of pioneer life. See Social Studies, Week 15, numbers 2–4.</p>
<p>Introduce perimeter. The <i>perimeter</i> of a polygon is determined by adding together the length of each of its sides. Discuss some practical applications of perimeter, such as measuring for a fence, making a picture frame or putting trim on a bulletin board. Teach your child to estimate the perimeter of your yard by pacing the measurement.</p>	<p>How Trees Grow: Study How a Tree Grows (p. 177) with your child. Discuss the information presented there. What kinds of information can be gathered just by looking at a tree's rings?</p>	<p>Discuss pioneer travel. See Social Studies, Week 15, numbers 5–8. Have your child make a travel poster. Have your child imagine that he/she is selling covered wagons and wants to attract the attention of pioneers. Alternately, ask your child to imagine that he/she is selling land out west and wants to convince people to move there.</p>
<p><i>Area</i> is the amount of space covered by a flat figure. Area is measured in square units. Use centimeter (or inch) grid paper to help teach this concept. Draw different-sized rectangles on the grid paper. Ask your child to count the number of squares in each figure and identify the area. Example: a rectangle with 24 squares would have an area of 24 square centimeters (or square inches). See Math, Week 15, number 2.</p>	<p>Take a walk with your child in a nearby park or wooded area. Try to locate a stump. Have your child study the tree's annual rings. Have him/her count back to find the ring that represents the year he/she was born. Can he/she tell what kind of year that was—rainy or dry? See Science, Week 15, number 2.</p>	<p>Have your child read about the men and women of the pioneer movement. Important figures include Daniel Boone, Davy Crockett, John Frémont, Johnny Appleseed, Mike Fink, Noah Webster, Jim Bridger, Mary Jemison, Kit Carson and Jedediah Smith. Have your child write a brief biography of one of these people. Have your child add a column entitled <i>Pioneers</i> to the chart of famous Americans, then add the above names to it.</p>
<p>The area of a triangle can also be determined by counting the number of squares contained by the figure. This is difficult, though, because many of the squares inside the triangle are cut in half. It is easier to use the formula for finding the area of a triangle. See Math, Week 15, number 3. Have your child complete I'm Hungry! (p. 175).</p>	<p>Help your child generate a list of 10–15 trivia questions about trees. Then, have him/her do some research to find the answers to the questions. Ask your child to choose his/her favorite tree. <i>Don't let him/her tell you what it is!</i> Have your child write a riddle about the tree, including clues about its identity. Have your child give the finished riddle to you or a friend to solve.</p>	<p>Arrange for your child to perform some community service.</p>


 TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Quotations)

- ▶ 1. Commas separate who is speaking from what is said. Write the following examples on the chalkboard.

Examples: "Come on, Jane," urged her mother.

"But I don't want to go to the park," Jane answered.

Mother continued, "It's a beautiful day, and Karen will be there."

"Just a minute," Jane called, "I want to take my jump rope."

Write the commas in colored chalk for emphasis. Point out how the speaker is separated from the quotation by a comma. Two commas are required if the reference to the speaker is inserted within the quotation, as in the final example.

- ▶ 2. Encourage your child to think of the tone of a quotation. Provide a list of subject/signal word pairs (e.g., *Mother yelled*) and have your child complete the imagined quotations.

Examples: Mother yelled, "I told you to clean up your room!"

Mother yelled, "Come here this instant!"

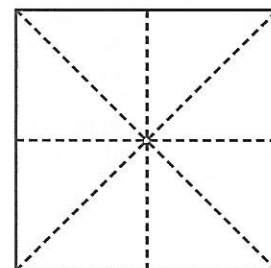
- ▶ 3. Do the opposite of #2 above. Write the spoken words (the words in quotation marks) and have your child supply the speaker's name and an appropriate signal word to indicate the tone of the speaker.

Examples: Monique called, "Hey, come back here with the ball!"

George sighed, "I've been grounded for three days."

MATH (Geometry)

- ▶ 1. Symmetry is an exact correspondence of size, shape and position on opposite sides of a dividing line. The line that divides an object into symmetrical parts is called a *line of symmetry*. It is helpful to think of symmetry as a mirror image or reflection. Place a ruler edge perpendicular to an image. If the figure on one side of the ruler is a mirror image of the figure on the other side, the ruler lies on the line of symmetry. A line of symmetry may be vertical, horizontal or diagonal. One shape may have several lines of symmetry. A square, for example, has four lines of symmetry.



- ▶ 2. After your child has identified the area of a rectangle by counting squares, show him/her how to multiply the length times the width. Compare the measurements obtained by counting and by multiplying. Then, have your child determine the area of several rectangles by measuring their lengths and widths with a ruler.
- ▶ 3. Have your child cut out a rectangle drawn on the grid paper in yesterday's lesson. Have him/her draw a diagonal across the rectangle and cut it into two triangles. Help your child discover that the area of each triangle is one-half the area of the rectangle. To determine the area of one triangle, simply divide the area of the original rectangle by two. For example, if the area of the original rectangle was 24 square centimeters, the area of the triangle would be 12 square centimeters.

As a formula, the area of a triangle is equal to **base x height ÷ 2** or **A = $\frac{1}{2}$ (b x h)**

SCIENCE (Plant Identification / How Trees Grow)

- ▶ 1. A key is a list of identifiable characteristics of a group of plants or animals that can be used to identify a given plant or animal. The characteristics are listed in a particular order. To arrive at the correct identification of the plant or animal, its features must be identified in the specific order laid out in the key.
- ▶ 2. Back at home, have your child draw a cross section of a tree trunk showing its rings. The tree should be as old as your child. Have your child do research and write down an important event for each year represented by the tree's rings. Each event can be important personally, locally or internationally. If one year saw particularly bad (or good) weather, your child may want to represent that in his/her drawing of the rings.

SOCIAL STUDIES (Pioneer Life)

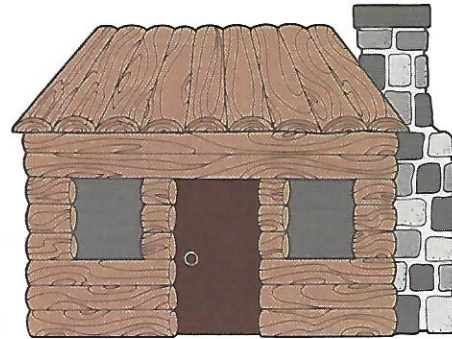
- ▶ 1. Have your child write the words *Pioneer Life in America* in the center of a large sheet of paper, then circle the words. Brainstorm questions about pioneer life to write around the central topic.

*Why settle in a new land?
 What were their occupations?
 What foods did they grow and eat?
 What was their life expectancy?
 What were their houses like?
 What did they wear?
 How did they travel?*

*What dangers were there?
 What was their entertainment?
 What did they read?
 How were the children educated?
 How did they govern themselves?
 How large were the communities?
 How close were neighbors?*

- ▶ 2. Throughout this week, have your child add answers and details to the concept map as he/she reads about the lives of the pioneers. At the same time, have your child read a fictional account of pioneer life. Look for books by such authors as Laura Ingalls Wilder and Patricia MacLachlan. Discuss the meaning of historical fiction as it compares to nonfiction.

- ▶ 3. Ask your child to imagine the types of homes in which the early settlers and pioneers might have lived. The early pioneers built a variety of homes, but most of them were simple and small. If possible, show your child the video *Digging for Data*, produced by the National Livestock and Meat Board, Chicago, Illinois. This video compares the lives of Native Americans and European settlers—their heights, their tools, their homes, the foods they ate and the way they preserved them. Look for the special features of the log cabin described in the film. The book *Prairie Songs*, written by Pam Conrad, describes another type of pioneer house, the sod house. Discuss why people living on the prairie would want to live in sod houses.



- ▶ 4. With your child, read *A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840* by Barbara Greenwood. This book follows the life of a pioneer family for one year. The book also contains some activity suggestions. Try making cheese, creating dyes or making a water carrier with your child.

- ▶ 5. Discuss how long it takes to fly from New York to Los Angeles or how long it takes to drive across your state. Compare this to travel in pioneer days. Travel was much slower then. Discuss means of transportation then and now. What were the roads like? How did weather affect travel? How did travelers cross rivers?

- ▶ 6. Help your child find resources on pioneer travel. What were some of the most common modes of transportation available at the time? (sailing boats, prairie schooners, horses, pack animals, keelboats, canoes, rafts, Conestoga wagons, sleds, stagecoaches)



- ▶ 7. Have your child read about two of the famous trails to the west: the Santa Fe Trail and the Oregon Trail. Have your child trace each trail on a map. Discuss the length of each trip, the hardships encountered and points of interest along each trail. Have your child mark the dates of each trail on the time line.

- ▶ 8. Show your child a picture of the painting *The Oregon Trail* by Albert Bierstadt. Discuss the images presented. What sort of mood does the artist create with the painting?

"R" You Listening?

When the letter **r** comes after a vowel, it sometimes changes the vowel sound. **Write** each spelling word under the category with the same spelling pattern.

afford
carton
curtain
departing
directions
emergency
forlorn
further
girth
harbor
observe
origin
perfume
refer
starch
sturdy
temper
thirst

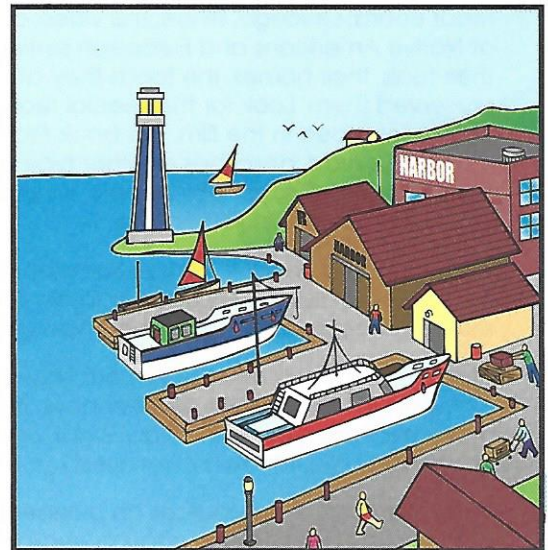
ir

or

er

ur

ar



Write the spelling words that fit in the appropriate categories.

1. Can be used as an adverb, adjective or verb. _____

2. Can be used as a noun or verb. _____

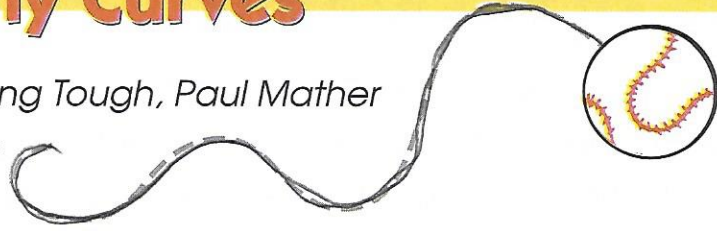
3. Used only as an adjective. _____

4. Used as a verb. _____

Throwing Too Many Curves

Week 15

Interpret these quotations from *Hang Tough*, Paul Mather and **write** them in your own words.



Chapter 2

"The world begins and ends with basketball for the punk ..."

Chapter 4

"I grinned. I knew what the punk was planning. I had to hand it to him. He was maneuvering with a straight face."

Chapter 8

"That night they didn't notice that I had stopped bugging them about calling Dr. Kinsella. Either that or they decided to let sleeping dogs lie."

Chapter 8

"I wasn't (sure of myself), but I wasn't going to tell him that. When you've spent months in a hospital bed, you learn to play things close to the vest."

Chapter 13

"Tom and my father got along carefully. Dad thought Tom was young."

Day of Reckoning

Use the time line to answer the questions.

At what time does Paul ask for his mirror? _____

Which happens earlier? Do Red and Paul shake hands or does Paul greet Toddy?

What is the earliest time shown on the time line? _____

Which happens later? Does Brophy give Paul his medication or does the game begin?

What is the final score of the game? _____

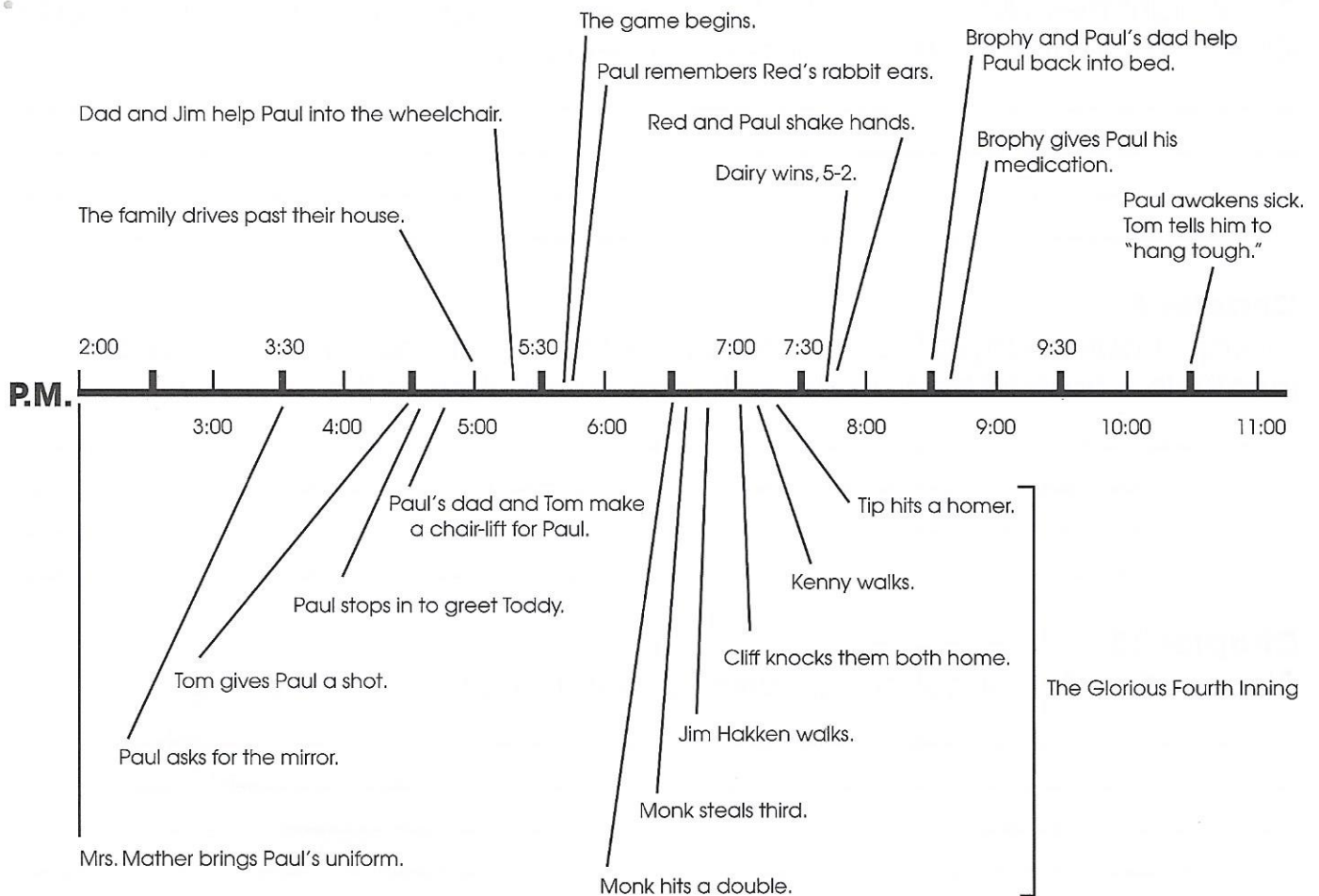
At what time does the game end? _____

When do Brophy and Paul's dad get Paul back into bed? _____

How many Dairy players walk in the fourth inning? _____

What happens first in the fourth inning? _____

How many hours does this time line cover? Be careful! _____



The answer to this worksheet will be different original from the solution in the answer key. See p. 382 for the solution.

I'm Hungry!

Help Gerry the Giraffe get to the tree by shading in the path that contains the correct areas. Then, find the correct areas for the ones that are wrong.

Remember: area = $\frac{1}{2}(b \times h)$

The maze consists of the following triangles and their associated area calculations:

- Triangle 1:** Right triangle with legs 10 ft and 14 ft. Area: $A = 70 \text{ ft}^2$
- Triangle 2:** Right triangle with legs 18 m and 6 m. Area: $A = 52 \text{ m}^2$
- Triangle 3:** Triangle with base 7 in. and height 10 in. Area: $A = 40 \text{ in.}^2$
- Triangle 4:** Inverted triangle with base 6 m and height 2 m. Area: $A = 12 \text{ m}^2$
- Triangle 5:** Right triangle with legs 10 mm and 8 mm. Area: $A = 40 \text{ mm}^2$
- Triangle 6:** Right triangle with legs 6 in. and 4 in. Area: $A = 12 \text{ in.}^2$
- Triangle 7:** Inverted triangle with base 16 m and height 15 m. Area: $A = 120 \text{ m}^2$
- Triangle 8:** Right triangle with legs 12 m and 24 m. Area: $A = 290 \text{ m}^2$
- Triangle 9:** Triangle with base 8 cm and height 5 cm. Area: $A = 20 \text{ cm}^2$
- Triangle 10:** Right triangle with legs 10 cm and 31 cm. Area: $A = 160 \text{ cm}^2$
- Triangle 11:** Inverted triangle with base 19 in. and height 16 in. Area: $A = 160 \text{ in.}^2$
- Triangle 12:** Triangle with base 30 in. and height 32 in. Area: $A = 960 \text{ in.}^2$
- Triangle 13:** Right triangle with legs 24 hm and 27 hm. Area: $A = 324 \text{ hm}^2$
- Triangle 14:** Inverted triangle with base 15 m and height 8 m. Area: $A = 65 \text{ m}^2$
- Triangle 15:** Right triangle with legs 28 in. and 11 in. Area: $A = 308 \text{ in.}^2$
- Triangle 16:** Right triangle with legs 17 cm and 8 cm. Area: $A = 68 \text{ cm}^2$
- Triangle 17:** Triangle with base 27 dm and height 16 dm. Area: $A = 216 \text{ dm}^2$

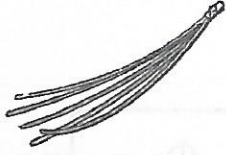
A Key to Trees (Name that Tree!)

Name _____

solution is on p. 382

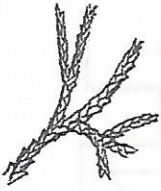
A scientist may use a key to identify a tree by its leaves.

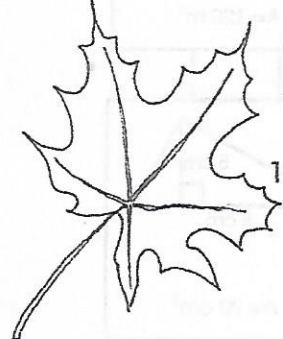
Use the following key to identify the leaves pictured on this page. The first one is done for you.

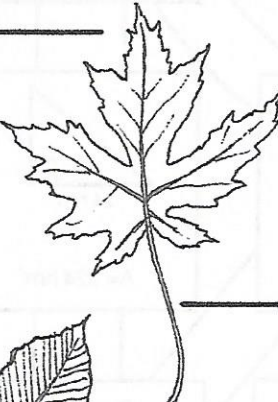


white pine







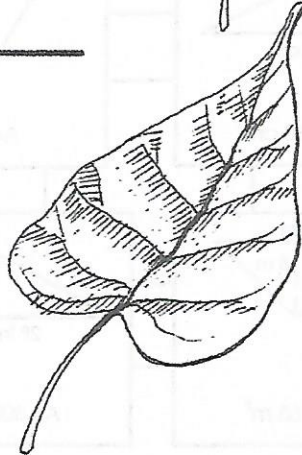








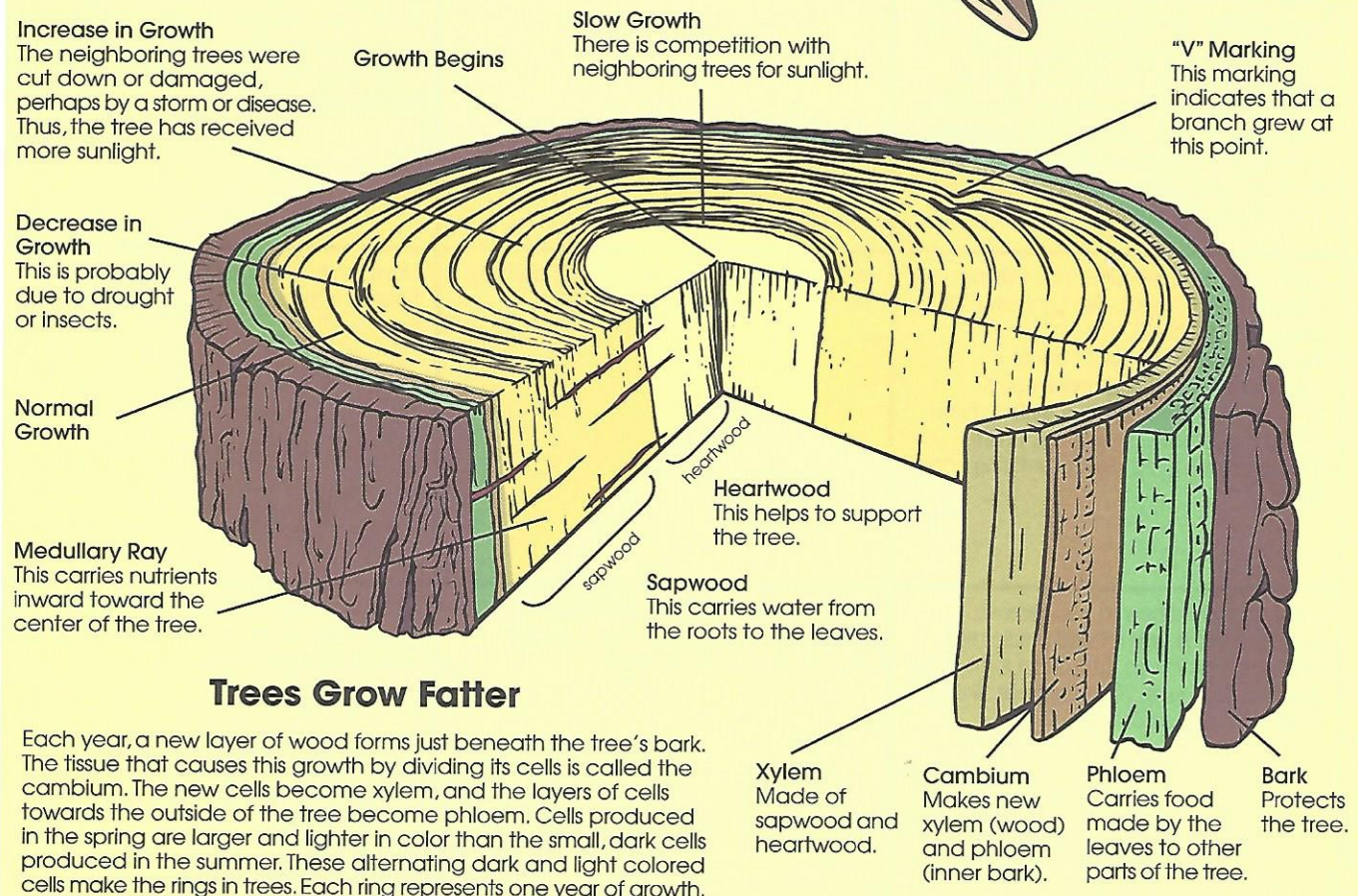
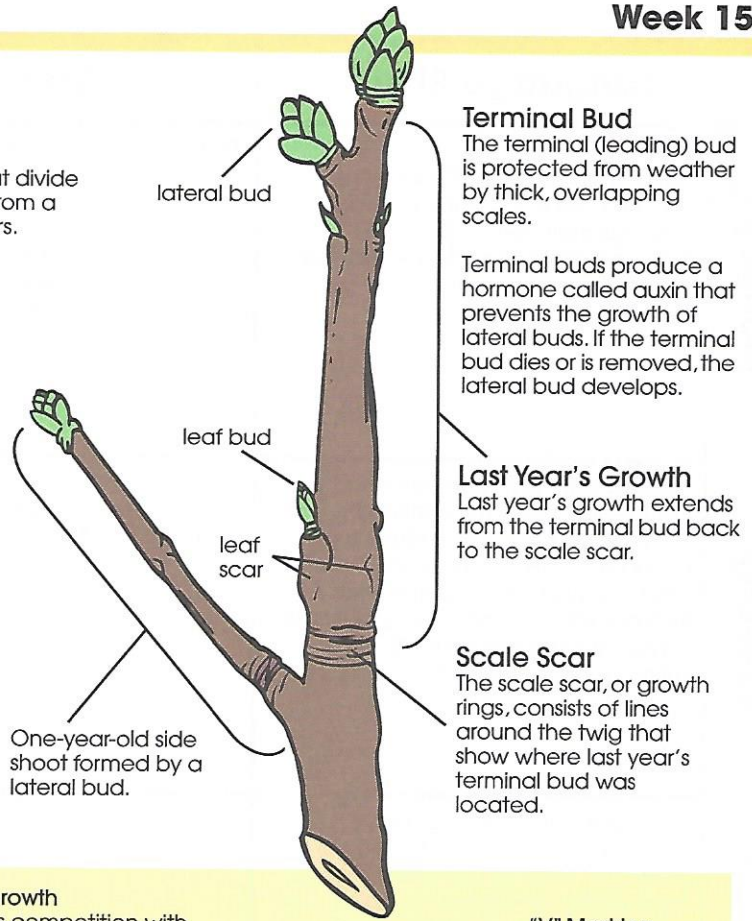
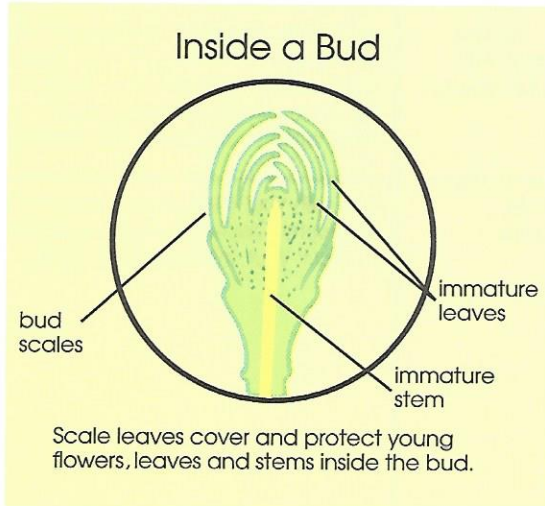




1. a. The tree has needles go to 2
 b. The tree has leaves go to 5
2. a. The needles are in bundles go to 3
 b. The needles are scale-like white cedar
3. a. There are 5 needles white pine
 b. There are 2 needles go to 4
4. a. The needles are thick and spread
 away from each other jack pine
 b. The needles are long and thin red pine
5. a. The leaves are simple go to 8
 b. The leaves are compound go to 6
6. a. The leaflets radiate from one point go to 7
 b. The leaflets do not radiate from one point.. white ash
7. a. There are 5 leaflets buckeye
 b. There are 7 leaflets horse chestnut
8. a. The leaf has notches go to 9
 b. The leaf does not have notches go to 10
9. a. The notches are pointed silver maple
 b. The notches are rounded sugar maple
10. a. The leaf is tapered at both ends dogwood
 b. The leaf is heart-shaped catalpa

Trees Grow Taller

The end of each twig has a terminal bud with special cells that divide and make the twig grow longer. Each year's growth comes from a bud that contains the beginnings of a twig, leaves and flowers.



Trees Grow Fatter

Each year, a new layer of wood forms just beneath the tree's bark. The tissue that causes this growth by dividing its cells is called the cambium. The new cells become xylem, and the layers of cells towards the outside of the tree become phloem. Cells produced in the spring are larger and lighter in color than the small, dark cells produced in the summer. These alternating dark and light colored cells make the rings in trees. Each ring represents one year of growth.

	Language Skills	Spelling	Reading
Monday	<p>Poetry Introduce your child to different forms of poetry this week and next week. See Language Skills, Week 16, number 1. Have your child choose a topic and write an acrostic poem on that topic.</p>	<p>Pretest your child on these spelling words: although chiffof sheriff another chocolate shovel athlete choir Thursday birth chrome whether channel exchange whiskers chauffeur radish whisper Have your child correct the pretest. Add personalized words and make two copies of this week's study list.</p>	<p>Biography Define biography. Brainstorm with your child the types of things that might be included in a biography. Make a list for reference. Help your child choose an appropriate biography to read this week. Encourage your child to check out other related books at the same time. Teach your child to take notes on the biography as he/she reads and to organize this information in an outline. See Reading,</p>
Tuesday	<p>Subjects and Predicates: Teach your child the difference between a compound sentence and a sentence containing a compound subject. A compound sentence has two subjects and two predicates. A sentence with a compound subject has two subjects but only one predicate. See Language Skills, Week 16, numbers 2-3.</p>	<p>Review this week's spelling words. Have your child complete Dynamic Digraphs (p. 182).</p>	<p>Talk with your child as he/she reads the biography. Discuss the reading periodically to check your child's understanding.</p>
Wednesday	<p>A sentence containing a compound predicate has a single subject and two predicates. These two sentences have the same subject but different predicates: <i>Sally packed too many clothes. Sally could not close her suitcase.</i> These two sentences can be combined into one sentence with a single subject and a compound predicate: <i>Sally packed too many clothes and could not close her suitcase.</i> See Language Skills, Week 16, number 4.</p>	<p>Have your child use each of this week's spelling words correctly in a sentence.</p>	<p>Guide your child as he/she reads more about the subject of the biography. Teach your child to skim through nonfiction. Have your child write three questions he/she has about the subject of the biography, then do some research to answer them.</p>
Thursday	<p>Teach your child the difference between a subject and an object. See Language Skills, Week 16, number 5. Have your child choose or create a character and write a limerick about him/her. After the limerick is written, have your child go back through the poem, circling each subject and underlining each object.</p>	<p>Have your child study this week's spelling words.</p>	<p>Have your child write a creative report based on the subject of the biography.</p>
Friday	<p>Show your child how to use personal pronouns in the subject and predicate. Teach him/her to use the correct form of the personal pronouns. See Language Skills, Week 16, number 6.</p>	<p>Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.</p>	<p>Once the report is finished, have your child present the information to an audience (just you, family or friends).</p>

Math	Science	Social Studies
<p>Explore the relationship between area and perimeter. Provide several sheets of centimeter grid paper. Challenge your child to make all the possible figures that contain 24 square centimeters. (This is not limited to rectangles.) Confirm that all the figures contain 24 squares. Have your child predict the perimeter of each figure, then measure. Have your child use this information to make a statement about the relationship between area and perimeter.</p>	<p>Roots The three main parts of a plant are the stem, leaves and roots. All vascular plants have roots. The roots have several jobs. Have your child read about roots in an encyclopedia or other resource book. What are the key functions of a plant's roots? Have your child list three important functions of roots in his/her Science Log.</p>	<p>The War of 1812 Discuss the War of 1812. <i>Who was president at that time? Why was war declared? How long did it last? How were messages sent in those days?</i> Have your child draw a diagram showing how the British announcement might have traveled across the ocean. Have your child add the dates of the war to the time line.</p>
<p>Show your child how to use a compass. Have him/her use the compass to practice drawing circles. For today, have your child draw circles of different sizes. Have your child create designs and pictures using only circles. The goal for today is for your child to gain confidence using a compass.</p>	<p>Have your child read about the two different types of root systems, then test his/her understanding. <i>See Science, Week 16, number 1.</i> Have your child list several foods that come from roots. Have your child complete Root Systems (p. 184).</p>	<p>Continue your discussion of the War of 1812. <i>Did most Americans want another war? Which regions were most in favor of the war? Where were the chief battles fought? What happened on August 12, 1814, in Washington, D.C.? Were the initial causes of the war settled? Who were the War Hawks?</i> Discuss the Treaty of Ghent. Have your child read the lyrics to "The Star-Spangled Banner" and write a paragraph about what it meant at the time it was written.</p>
<p>Teach your child to identify and measure the diameter and radius of a circle. Draw a circle with the compass. Draw an X over the center point. Draw a straight line across the circle through the center point. Lead your child to discover that the radius of any circle is half the length of its diameter. Draw several circles. Have your child measure the diameter and radius of each, then record the measurements.</p>	<p>Provide resources for your child to read about the different parts of a root and the function of each part. Have your child label the parts of a root on the diagram Inside a Root (p. 185). Then, have your child write a sentence in his/her Science Log about each part.</p>	<p>Play a strategic game in which your child will come to realize the toll the War of 1812 took on both the Americans and the British. You will need a copy of Who Won? (p.187). <i>See Social Studies, Week 16.</i></p>
<p>Introduce your child to solids. Three-dimensional shapes can be found in many common objects. Have your child look for and identify examples of <i>cubes, cones, cylinders, spheres, pyramids and rectangular prisms.</i> <i>See Math, Week 16 for illustrations and definitions of these solids.</i></p>	<p>Help your child learn to distinguish bulbs, rhizomes and tubers from roots. Bulbs, rhizomes and tubers are actually underground stems. These underground stems still have roots that protrude into the soil. Have your child do some research to define these three types of underground stems. Have your child write these definitions in his/her own words in the Science Log. Ask your child to list 2 or 3 examples of each type of stem and draw a picture of each as well.</p>	<p>Have your child read about America's fifth president, James Monroe. Discuss. <i>What was Monroe's experience with government before becoming president? Why were his years in office called "The Era of Good Feeling"? What was interesting about the number of votes he received his second term? What land acquisitions were made during his terms in office? What was the Missouri Compromise? What is the Monroe Doctrine? How does it affect American foreign policy today?</i></p>
<p>Have your child complete The Rocketangular Puzzle (p. 183).</p>	<p>Nutrients from the soil are carried from the roots, up the stem and to the leaves. The nutrients travel through a vascular system. Have your child read about the "tubes" that transport nutrients up and down the stem. Help your child conduct an experiment to observe the vascular system at work. <i>See Science, Week 16, number 2.</i> Have your child complete Plant Pipelines (p. 186).</p>	<p>Arrange for your child to perform some community service.</p>

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Poetry / Subjects and Predicates)

- ▶ 1. Collect an assortment of poetry anthologies for your child to examine. There are all sorts of anthologies available, ranging from the classic to the ridiculous. Have your child write some original poems mimicking the style of other poems or using some standard formats such as acrostic, limerick or haiku. Provide plenty of examples of each type of poem.
- ▶ 2. The following two sentences have the same predicate: *Joan helps mother fix dinner. Barbara helps mother fix dinner.* These sentences can be joined to form one sentence with a compound subject: *Joan and Barbara help mother fix dinner.* Be careful to make the subject and verb agree.
- ▶ 3. Write ten pairs of sentences on the chalkboard with identical predicates but different subjects. Have your child rewrite each pair of sentences as one sentence.
- ▶ 4. Write ten pairs of sentences on the chalkboard with identical subjects but different predicates. Have your child rewrite each pair of sentences as one sentence.
- ▶ 5. Write the following sentences on the chalkboard. Ask your child to underline all the nouns.
 The fifth-grader caught a fish. Bees make honey. The ants were building an anthill.
 Have your child determine which part of each sentence is the subject and which part is the predicate. Subject nouns (fifth-grader, bees and ants) are found in the subject. Object nouns (fish, honey and anthill) are found in the predicate. The object nouns in the given sentences are recipients of the action of a verb. They are called *direct objects*. A direct object is used with an action verb.
- ▶ 6. Personal pronouns can be divided into subject and object pronouns. Subject pronouns include *I, you, he, she, it, we* and *they*. Object pronouns include *me, you, him, her, it, us* and *them*. Write the following groups of sentences on the chalkboard. Have your child fill in the missing personal pronoun in each sentence and explain his/her choice.
 - a. Bob wants to go on a ride. ____ has ten cents. Bob needs ten cents more. ____ sees his father and asks ____ for another dime.
 - b. After school, Sarah and her mom went shopping. ____ first went to a shoe store. A woman waited on _____. ____ sold Sarah a pair of brown shoes.
 - c. Monday was warm. ____ was sunny. Today ____ is cold and windy. ____ never know what to wear.

READING (Biography)

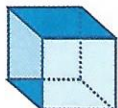
Encourage your child to use the following format to outline the main ideas in the biography.

- I. Chapter title
 - A. One main point of chapter
 - 1. detail
 - 2. detail
 - B. One main point of chapter
 - 1. detail
 - 2. detail
 - 3. detail
- II. Chapter title
 - A. One main point of chapter
 - 1. detail
 - 2. detail
 - B. One main point of chapter
 - 1. detail
 - 2. detail

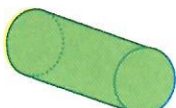


MATH (Geometry)

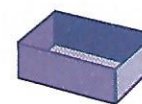
Encourage your child to become familiar with the following geometric solids:



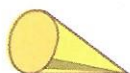
Cube: six faces of congruent squares



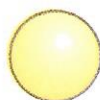
Cylinder: two parallel bases that are congruent circles



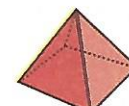
Rectangular prism: all six faces are rectangles



Cone: shaped like a pointed ice-cream cone



Sphere: all points are equidistant from the center



Pyramid: square base with triangular faces meeting at a common vertex

SCIENCE (Roots)

- ▶ 1. Read the following scenario to test your child's understanding of root systems:
It has been a long, hot, dry summer. Mr. Warren's grass is turning brown, but the dandelions are bright green.
 Ask your child the following questions: *What kind of root system does the grass have? What kind of root system do the dandelions have? Why do the dandelions stay green while the grass turns brown?*
- ▶ 2. Flowering plants are divided into two main groups: *dicotyledons* and *monocotyledons*. The main difference between them is that "monocot" seeds have one cotyledon, or food part, and "dicot" seeds have two cotyledons. See **Plant Pipelines** (p. 186) for more on monocot and dicot plants.

SOCIAL STUDIES (The War of 1812)

The game "War of 1812" is designed for two players: one player will represent America, the other will represent England. Players must answer questions about the war in order to win the game.

You will need: one copy of **Who Won?** game board (p. 187), a die, a penny, a dime and 12 cardboard circles.

Preparation: Glue the copy of the game board onto a piece of cardboard and laminate for durability. Next, cut out 12 cardboard circles—6 red and 6 blue—to mark victories on the board. (You may also use a crayon or wipe-off marker to mark victories on a laminated board.) Each player must write 12 questions about the War of 1812 for his/her opponent to answer during the game.

Play: Each player places his/her marker (use a penny and a dime, markers from another game or simple, colored cardboard squares) on the appropriate start space and rolls the die. Whoever rolls the higher number goes first. Player 1 rolls the die again and moves his/her marker that number of spaces in any direction—players can move horizontally and vertically, but not diagonally. Movement is blocked or redirected by the British blockade, the U.S. embargo or the opponent's marker. The British can pass through the blockade, but the Americans must go around it; the Americans can pass through the embargo, but the British must go around it. The object of the game is to be the first player to win six victories. A victory is achieved by landing on a colored square (red for the British, blue for the Americans) with a victory number (1–6) and answering an opponent's question correctly. Each victory should be marked in the box on the game board. A player must answer a question correctly at each victory site in order to win the game.

This game can be played again and again to review events of the War of 1812. The game changes each time as the players write different questions.

Dynamic Digraphs

Consonant digraphs consist of two letters that represent one sound. Consonant digraphs may be found anywhere in a word.

although
another
athlete
birth
channel
chauffeur
chiffon
chocolate
choir
chrome
exchange
radish
sheriff
shovel
Thursday
whether
whiskers
whisper

- The digraph **sh** usually has the sound heard in **sharp** and **fish**.
- The digraph **wh** usually has the sound heard in **white** and **wheel**.
- The digraph **th** has two common sounds: **th** as in **this** and **th** as in **thin**.
- The digraph **ch** has three different sounds: **ch** as in **chair**, **ch** (like **k**) as in **chorus** and **ch** (like **sh**) as in **chef**.

Write each spelling word under the appropriate category.

ch as in **reach**

sh as in **dish**

wh as in **whale**

th as in **thimble**

th as in **this**

ch as in **chorus**

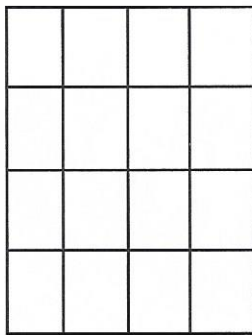
ch as in **chef**

Now, think of one additional word for each category and write it on the dotted line.

The Rocketangular Puzzle

Take an $8\frac{1}{2}$ " x 11" piece of paper. Fold it in half, half again, half again and half again. Open it up. It should look like this:

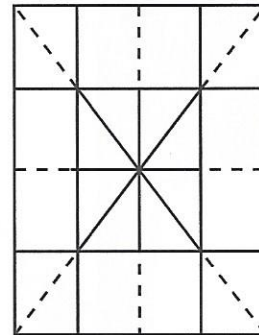
Draw in the two diagonals using a ruler and fold on them. Trace over all the fold lines on both sides. Cut on the dashed lines.



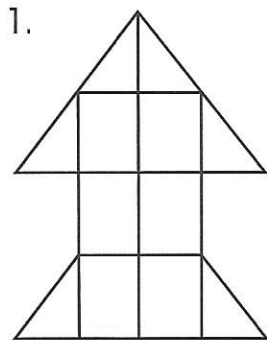
Fold Lines

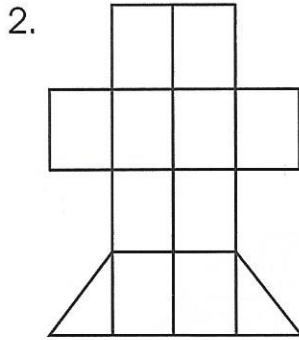


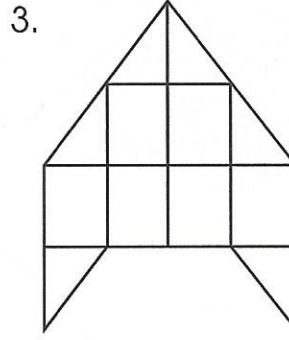
Cut Lines

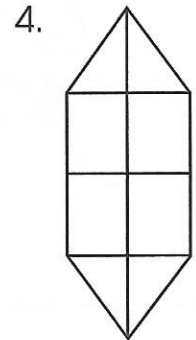


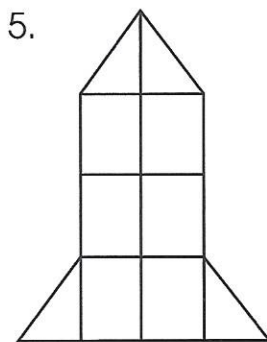
Fold the piece of paper flat to make each shape below. Calculate the area of each shape and write it on the blank.

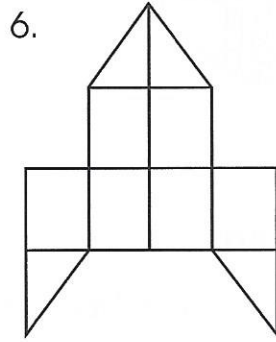


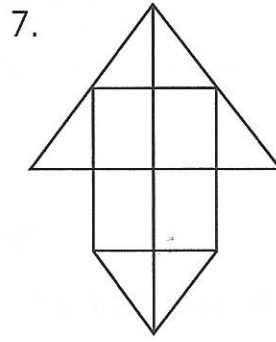


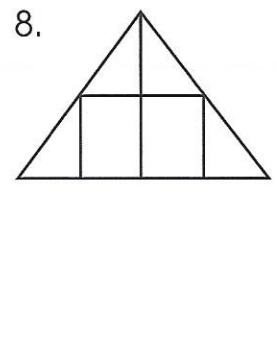






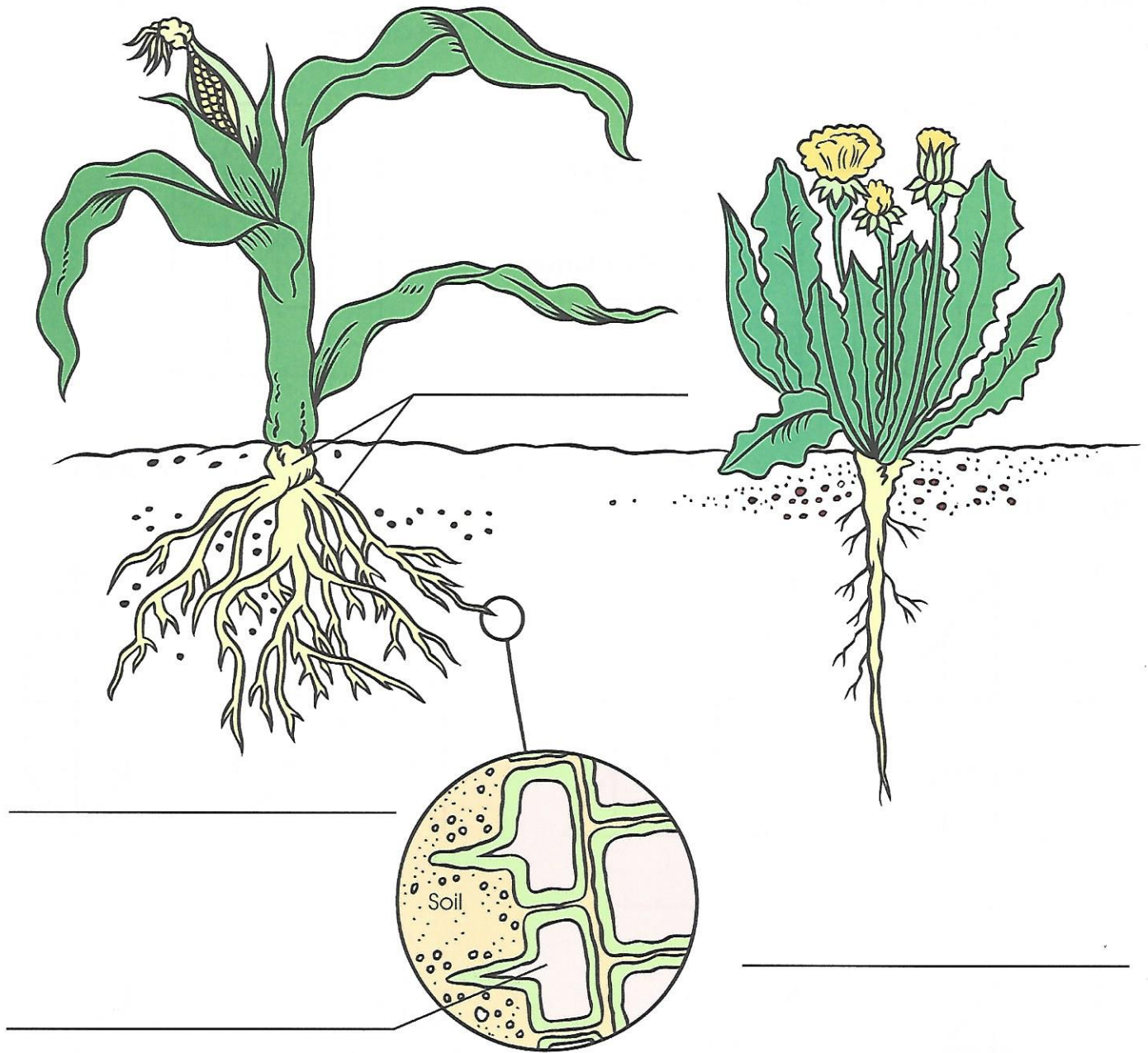






Root Systems

Label the two root systems pictured below. Use the terms in the Word Box.



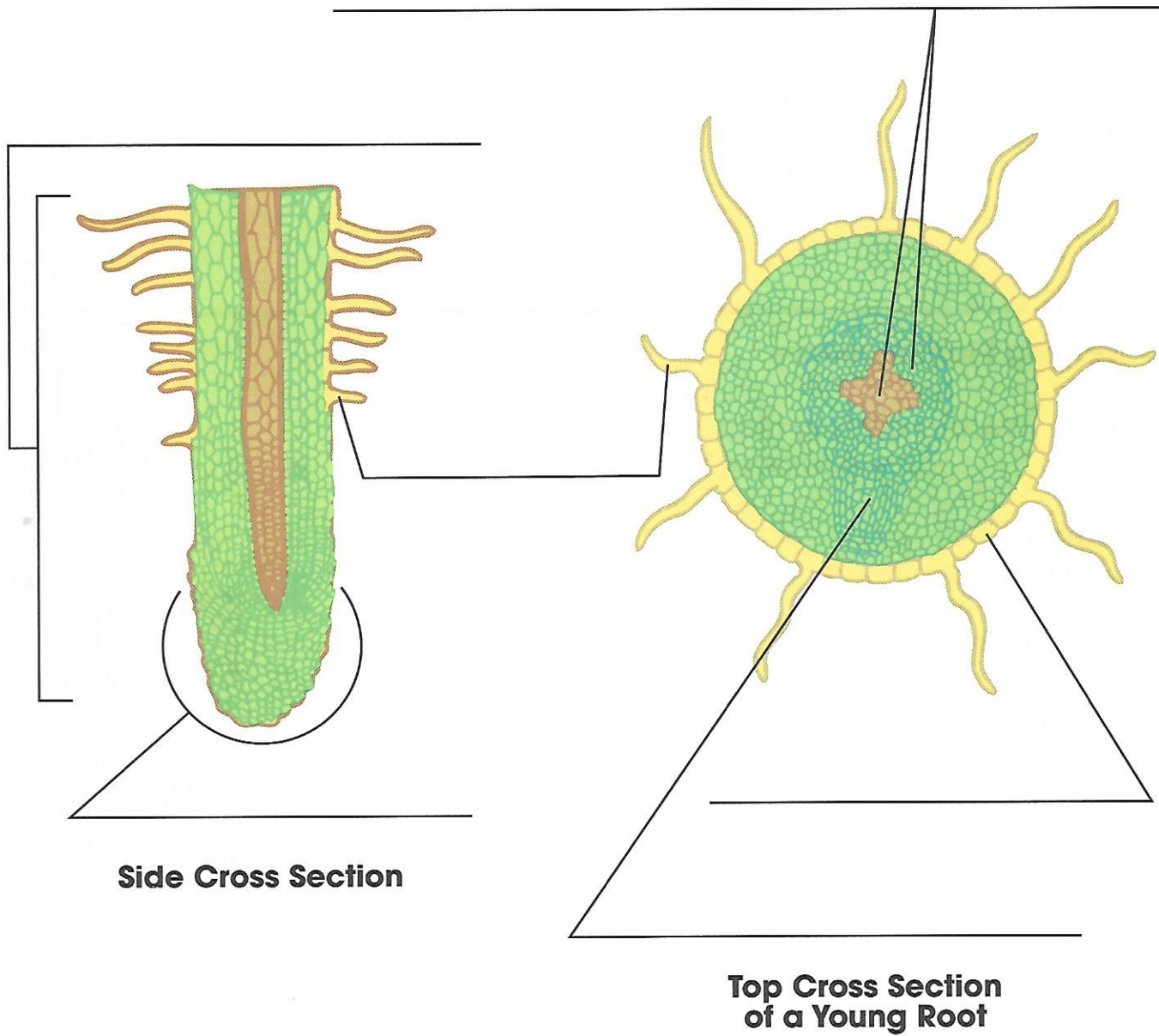
Word Box

fibrous root system
taproot system

root hair cell
prop roots

Inside a Root

Study the two views of a root shown below. **Label** the parts in both the top cross section and side cross section. Use the terms in the Word Box.



Word Box

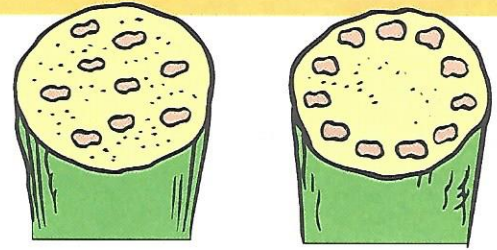
root hairs
surface layer

root cap
branch root

root tip
food and water carrying tissues

Plant Pipelines

How does the plant get its food? Thin tubes in the stem carry food from the leaf to the rest of the plant. Other tubes carry water and minerals from the roots to the leaves. Both kinds of tubes are found in bundles in the stem.



The tube bundles are arranged in two ways. A **monocot** plant has bundles scattered throughout the stem. A **dicot** plant has bundles arranged in a ring around the edge of the stem.

Dicot or monocot stem?

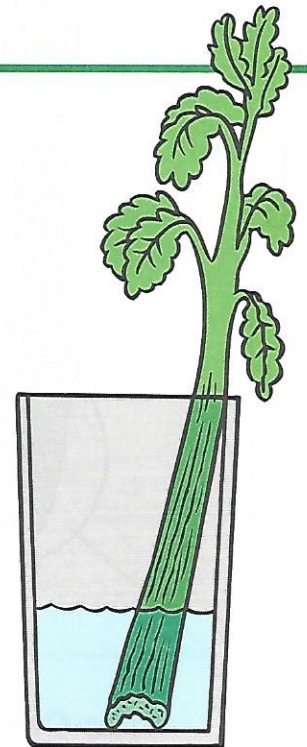
Label the two pictures above.

Observing Plant Pipelines

You will need: a drinking glass, water, food coloring, an eyedropper, a knife and a stalk of celery

Directions:

Put a few drops of food coloring in a glass of water. Trim off the bottom inch of the celery stalk. Place the celery in the water. Let it sit for 3–4 hours.



Analysis:

1. Describe what you see. _____

2. Cut the stalk crosswise. Look at the cut end. What do you see?

3. What carried the water up the stalk? _____

4. What would happen if the stem of a plant were broken? Why?

Repeat this experiment using a white carnation in place of the celery. Watch what happens!



War of 1812 Game Board



<p>2 U.S. defeats the <i>Macedonian</i>.</p>		<p>5 American Army routed at Battle of Queenston Heights.</p>	<p>British start here</p>	<p>British Victories 1 2 3 4 5 6 Mark your victories here.</p>			<p>1 Perry wins Battle of Lake Erie.</p>	<p>3 The British capture Fort Niagara.</p>	<p>British Blockade U.S. Ships go around.</p>
	<p>1 U.S. turned back at Battle of Lundy's Lane.</p>	<p>U.S. Embargo British Ships go around.</p>		<p>6 The <i>Constitution</i> defeats <i>Guerriere</i>.</p>	<p>4 Tecumseh killed at Battle of Thames River</p>	<p>4 Fort Dearborn surrenders to the British.</p>	<p>3 Jackson wins battle at Horseshoe Bend.</p>		
<p>2 U.S. troops scatter at Battle of Blandensburg.</p>	<p>5 American Army sacks York.</p>	<p>U.S. Embargo British Ships go around.</p>	<p>Clear sailing! Roll again.</p>	<p>U.S. Embargo British Ships go around.</p>	<p>1 2 3 4 5 6 American Victories Mark your victories here.</p>	<p>4 U.S. Ships go around.</p>	<p>6 Great Britain burns Washington D.C.</p>		
			<p>Clear sailing! Roll again.</p>	<p>U.S. Embargo British Ships go around.</p>	<p>1 2 3 4 5 6 American Victories Mark your victories here.</p>	<p>U.S. Ships go around.</p>	<p>Americans start here</p>		

	Language Skills	Spelling	Reading																		
Monday	<p>Continue to discuss different forms of poetry. Have your child write a definition poem about one of this week's spelling words. Example: word = marionette <i>Wooden marionette, hanging by your strings, Waiting for your master to make you sing, As stiff as a board and motionless, Until a show when you bring happiness To audiences of every age, When your master gives you life on stage.</i></p>	<p>Pretest your child on these spelling words:</p> <table border="0"> <tr> <td>blind</td> <td>plate</td> <td>speak</td> </tr> <tr> <td>blue</td> <td>plump</td> <td>spin</td> </tr> <tr> <td>climb</td> <td>sleep</td> <td>swarm</td> </tr> <tr> <td>close</td> <td>slow</td> <td>sweep</td> </tr> <tr> <td>frog</td> <td>small</td> <td>track</td> </tr> <tr> <td>fruit</td> <td>smell</td> <td>trap</td> </tr> </table> <p>Have your child correct the pretest. Add personalized words and make two copies of this week's study list.</p>	blind	plate	speak	blue	plump	spin	climb	sleep	swarm	close	slow	sweep	frog	small	track	fruit	smell	trap	<p>Introduce <i>The War with Grandpa</i> by Robert Kimmel Smith. Have your child read chapters 1-3. Discuss the descriptive paragraphs about Peter's room in chapter 3. Point out the vivid adjectives used to describe the room. Have your child write a descriptive paragraph about his/her own room, describing not only the physical elements but also the emotions the room inspires. Have your child draw a floor plan and illustration as well.</p>
blind	plate	speak																			
blue	plump	spin																			
climb	sleep	swarm																			
close	slow	sweep																			
frog	small	track																			
fruit	smell	trap																			
Tuesday	<p>Pronouns and Nouns: Review the concept of possession. To show possession, use a possessive pronoun or add 's to the noun. See Language Skills, Week 17, numbers 1 and 2.</p>	<p>Review this week's spelling words. Have your child complete Beguiling Blends (p. 192).</p>	<p>Have your child read chapters 4-8 of <i>The War with Grandpa</i>. Peter is writing what is "true and real" that happened to him. Have your child write about something that happened to him/her. Have your child use short sentences and use quotation marks.</p>																		
Wednesday	<p>Teach your child how to form the possessive of singular and plural nouns. See Language Skills, Week 17, number 3. Write several sentences with singular possessive nouns on the chalkboard. Have your child rewrite the sentences, changing each singular possessive to a plural possessive. Example: The boy's parents are here. <i>The boys' parents are here.</i></p>	<p>Have your child use each of this week's spelling words correctly in a sentence.</p>	<p>Help your child edit and revise his/her writing from yesterday. Discuss aspects of your child's writing that are very good and at least one area that still needs work. Have your child read chapters 9-12 of <i>The War with Grandpa</i>. Have your child predict in his/her Reading Journal how Peter and his friends will fight Grandpa to get back Peter's room.</p>																		
Thursday	<p>Introduce your child to collective nouns. See Language Skills, Week 17, number 4. Have your child use each of the following collective nouns in a sentence: <i>committee, jury, troop, team, herd, club, class, audience, army, orchestra, band, flock</i> and <i>family</i>.</p>	<p>Have your child study this week's spelling words.</p>	<p>Have your child read chapters 13-16 of <i>The War with Grandpa</i>. Discuss <i>homographs</i>, words that sound alike and are spelled alike but have different meanings. Have your child complete Watch for Grandpa's Watch (p. 193).</p>																		
Friday	<p>Have your child read color poems in <i>Hailstones and Halibut Bones</i> by Mary O'Neill. Have your child write his/her own color poem, modeled on the poems in O'Neill's book. First, have your child choose a color. Then, have him/her brainstorm a list of things that are that color. From this list, have your child write the poem. Encourage your child to use metaphors and rhymes to add interest to the poem.</p>	<p>Give your child the final spelling test. Have your child record pretest and final test words in his/her Word Bank.</p>	<p>Have your child read chapters 17-20 of <i>The War with Grandpa</i>. Copy the Story Organizer (p. 33), and have your child complete as much of the sheet as possible at this point. He/she may need to write more events on the back of the page. Have your child leave the solution section blank for now; he/she can fill it in next week after completing the book. Discuss possible solutions to the war.</p>																		

Math	Science	Social Studies
<p>Graphing Use From Here to There (p. 194) for an exercise in grids and directions. Make one copy for yourself and one for your child. Give your child verbal directions to follow. Example: <i>Start at your home. Go one block west. Then, go five blocks north. Turn and go east one and a half blocks.</i> Have your child trace the path, then read back the directions. Did he/she follow the directions correctly? Repeat, then switch roles.</p>	<p>Not in the Plant Kingdom Provide your child with resource materials on algae, fungi and molds. Have your child read about these unique organisms. <i>See Science, Week 17, number 1.</i> Have your child write in his/her Science Log about algae, fungi and molds. What kinds of organisms rely on these non-plants as a food source?</p>	<p>Have your child read about America's sixth president, John Quincy Adams. <i>See Social Studies, Week 17, number 1.</i> Have your child add Adams's presidency to the time line.</p>
<p>Play a game with your child to practice graphing and plotting skills. Each of you will plot a rectangular shape on a grid and, like in the game of "Battleship," try to locate the position of your partner's rectangle. This game provides fun practice in using a two-dimensional grid. <i>See Math, Week 17, number 1.</i></p>	<p>Take your child on a walk through a nearby forest or park. Ask your child to be on the lookout for lichens. You may need a field guide to identify lichens. <i>See Science, Week 17, number 2.</i> Have your child answer the following questions about any lichens you find: <i>Is the lichen growing in the sun or in the shade? Where is the lichen growing? How is the lichen attached? Are there any plants growing near the lichen?</i></p>	<p>Have your child read about America's seventh president, Andrew Jackson. <i>See Social Studies, Week 17, number 2.</i> Have your child read about the government's policies regarding the Indians and the infamous Trail of Tears. Have your child add Jackson's presidency to the time line.</p>
<p>Graphs are used to display information visually in a format that is easy to read and understand. Reading graphs and interpreting the data in a meaningful context is an important skill. Look for examples of different types of graphs in newspapers, magazines, ads and other informational sources. Define <i>range</i> and review how to read bar graphs and double-bar graphs. Have your child complete Dog and Jog Graphs (p. 195).</p>	<p>Help your child prepare an experiment to cultivate the growth of bread mold. <i>See Science, Week 17, number 3.</i></p>	<p>Westward Movement: Trace the Oregon Trail on a map. Ask your child: <i>What kind of terrain did the pioneers cross?</i> Have your child do research to discover why people left their homes and risked this difficult journey to resettle in the West. Ask your child to imagine that he/she is traveling the Oregon Trail. Have your child write a letter to a friend back home describing all he/she sees and experiences.</p>
<p>Gather examples of circle graphs (also called pie charts) for your child to examine. Review how to read a circle graph. Choose two circle graphs to look at in greater depth. Give your child four or five questions pertaining to each graph that require him/her to analyze the information presented. Discuss other types of graphs. <i>See Math, Week 17, number 2.</i></p>	<p>Explain to your child how to monitor the bread mold experiment. Have your child examine the bags every day for the next seven days and create a chart to record any observations and changes. <i>See Science, Week 17, number 4.</i> Have your child predict what he/she thinks will happen in each bread bag after seven days. Have your child record these predictions in his/her Science Log.</p>	<p>Have your child read about the Texas revolution. Who fought in this war? What instigated the war? Discuss the battle at the Alamo. Who won? What is the significance of the battle cry, "Remember the Alamo!"? What was the outcome of Texas's battle for independence? Have your child draw a picture of the flag of the Republic of Texas.</p>
<p>Have your child collect data and present the results in an appropriate graph. Possible topics include favorite ice cream flavors, daily high temperatures for a week or the number and types of birds visiting a bird feeder in one hour. <i>See Math, Week 17, number 3.</i></p>	<p>People often confuse lichens and mosses. Explain to your child the differences between these two types of organisms. Unlike lichens, mosses are plants. They are nonvascular plants, so they do not have leaves, stems or roots. They reproduce by means of spores. Have your child look for and identify mosses in your area. Look for the same patch of moss later in the year. Note any changes. Many mosses can withstand severe temperatures.</p>	<p>Arrange for your child to perform some community service.</p>


 TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Pronouns and Nouns)

- ▶ 1. Read the following sentence to your child: *I rode Brian's bicycle around the park.* Ask your child what pronoun would replace Brian in this sentence. (his) Since the noun is possessive in the sentence, the pronoun must also be possessive. Possessive pronouns include *mine, yours, his, her(s), its, our(s)* and *their(s)*. Call attention to the possessive pronoun *its*. Stress that there is no apostrophe. The word *it's* is a contraction for *it is*.
- ▶ 2. Give your child the following sentences. Have him/her substitute a possessive pronoun for each possessive noun. For additional practice, make up more of your own sentences.
 - Remember to return Elena's book by Friday. (her)*
 - Mario brought fresh flowers to Mario's mother. (his)*
 - I found Robert's hat under the couch. (his)*
 - The dinner is Greg's, Dave's and Terry's. (theirs)*
 - The runaway puppy is my sister's, my brother's and mine. (ours)*
 - Fluffy cleans Fluffy's fur with Fluffy's rough tongue. (its)*
- ▶ 3. If a plural noun ends in *s*, simply add an apostrophe to show possession.

Example: *I returned all of my friends' books yesterday.*

Do not confuse this with singular nouns that end in *s*. In that case, add 's to the singular.

Example: *Bill wore Travis's jacket at the football game.*

If a plural noun does not end in *s*, add 's to show possession.

Example: *your children's mittens were all wet.*
- ▶ 4. Collective nouns name groups of people or things. They most often take a singular verb.

Examples: My family lives in Wisconsin.
The team has come in second place for three years.

When you use a collective noun to mean the individuals in the group, use a plural verb.

Examples: The committee vote for different objectives.
The orchestra are turning in their parts.

MATH (Graphing)

- ▶ 1. On graph paper, draw two grids with coordinates from 0–10 along both axes. Copy for each player. Keeping the paper hidden from the opponent, each player draws a rectangular shape with an area of 12 square units on the first grid. Players take turns trying to locate the opponent's rectangle by calling out ordered number pairs (e.g., (5, 7)). Ordered pairs are always counted across the bottom first and then up. After the player names a point, the opponent must tell if he/she hit the perimeter of the rectangle. Each player keeps track of the points he/she names on the second grid. Use a red marker to indicate a hit and a pencil to show a miss. Continue playing until one player has located and identified all the points on his/her opponent's rectangle.
- ▶ 2. Discuss the different types of graphs and how they are used. Gather examples to show your child.
 - Bar graph:* used to show and compare differences in amounts or sizes, such as rainfall or height.
 - Line graph:* used to show changes in one item, usually over time, such as stock prices or heart rate.
 - Pictograph:* same as a bar graph, but with representative pictures or symbols replacing the bar.
 - Circle graph:* used to show different parts of a whole, such as family monthly expenses or use of time in a day.
- ▶ 3. Be sure that your child includes the following elements in his/her graph.
 - Title:* The title should convey the information displayed on the graph.
 - Labels:* The horizontal and vertical axes should be labeled clearly on a bar, picture or line graph. The reader should be able to see at a glance what is being compared.
 - Key:* A key is necessary to explain different colors or patterns on a circle or double-bar graph.

SCIENCE (Not in the Plant Kingdom)

- ▶ 1. Algae, fungi and molds are not in the plant kingdom. Many people mistakenly call these living things plants. Have your child read about the varieties of algae. Where is algae generally found? Have your child read about fungi. There are many different kinds. You may have some fungi growing in your own refrigerator.
- ▶ 2. Ask your child if he/she has ever noticed what seemed to be greenish white paint smeared on rocks or tree trunks. That probably wasn't paint at all, but a kind of lichen (LIE-ken)—an organism that is a combination of an alga and a fungus, living together. The alga makes food, while the fungus absorbs moisture and minerals and provides an anchor for the plant. Lichens can grow in places where plants cannot. Lichens produce a weak acid that can break up hard rock and turn it into soil. The soil then provides an environment in which other plants can start growing.
- ▶ 3. For this bread mold experiment you will need the following materials: 6 slices of white bread, 6 plastic sandwich bags, water and vinegar. Have your child follow these directions for each bag:
 - a. Put one slice of dry bread in a bag and place in a sunny location.
 - b. Put one slice of dry bread in a bag and place in a dark location.
 - c. Sprinkle one slice of bread with water, put it in a bag and place in a sunny location.
 - d. Sprinkle one slice of bread with water, put it in a bag and place in a dark location.
 - e. Sprinkle one slice of bread with vinegar, put it in a bag and place in a sunny location.
 - f. Sprinkle one slice of bread with vinegar, put it in a bag and place in a dark location.
- ▶ 4. Have your child create a chart to record observations of the bread bags over the next seven days. Encourage your child to use a magnifying glass to make careful observations.

Bag	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
a							
b							
c							
d							
e							
f							

SOCIAL STUDIES (Early Presidents)

- ▶ 1. Follow up your child's reading with some of the following questions:
 - What was unusual about John Quincy Adams's election to the presidency?*
 - Who was his father? mother?*
 - What were some of the things he did in Monroe's cabinet?*
 - What did he do after he was president?*
 - Why wasn't he elected to a second term?*
 - Why was he nicknamed "Old Man Eloquent"?*
- ▶ 2. Follow up your child's reading with some of the following questions:
 - What are some of the "firsts" that Jackson experienced as president? (first president born in a log cabin, first president born in the U.S., first from the frontier, first to ride a train)*
 - In what wars had Jackson participated? Discuss his role in them.*
 - Explain the reasons behind Jackson's split with Vice President Calhoun.*
 - What was the "spoils system" that Jackson started?*
 - Explain how Jackson acquired the nickname Old Hickory.*
 - Discuss Jackson's attitude toward Indians.*
 - What political party began during Jackson's presidency?*

Beguiling Blends

Week 17

Use the clues to **fill in** the blanks with the correct consonant blend to complete each spelling word.

Consonant Blends

sp bl tr sl cl

1. nearby ___**ose**
2. close your eyes and ___**eep**
3. used to catch lobsters ___**ap**
4. what a top does ___**in**
5. cannot see ___**ind**
6. not very fast ___**ow**
7. to go up a hill ___**imb**
8. a pretty color ___**ue**
9. to utter something ___**eak**
10. trains run on it ___**ack**



Consonant Blends

pl sm fr sw

1. an amphibian ___**og**
2. not big or large ___**all**
3. food is placed on this ___**ate**
4. do it with a broom ___**eep**
5. one of the food groups ___**uit**
6. bees do this ___**arm**
7. you do this with your nose ___**ell**
8. a little chubby ___**ump**

blind
blue
climb
close
frog
fruit
plate
plump
sleep
slow
small
smell
speak
spin
swarm
sweep
track
trap

Write the spelling word that rhymes with each word below.

- | | |
|----------------|-----------------|
| 1. creep _____ | 10. jute _____ |
| 2. find _____ | 11. storm _____ |
| 3. stack _____ | 12. strap _____ |
| 4. peak _____ | 13. chump _____ |
| 5. grate _____ | 14. flog _____ |
| 6. twin _____ | 15. mime _____ |
| 7. throw _____ | 16. dose _____ |
| 8. jeep _____ | 17. stall _____ |
| 9. dwell _____ | 18. glue _____ |

Watch for Grandpa's Watch

Week 17

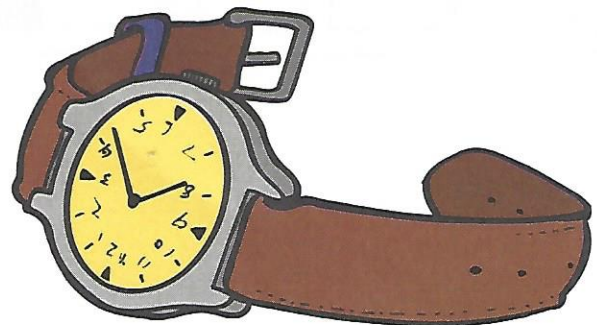
Each "watch" in the title of this activity sheet has a different meaning. One means "to look for," and the other means "timepiece." **Write** two meanings for each of the words below.

Meaning 1

Meaning 2

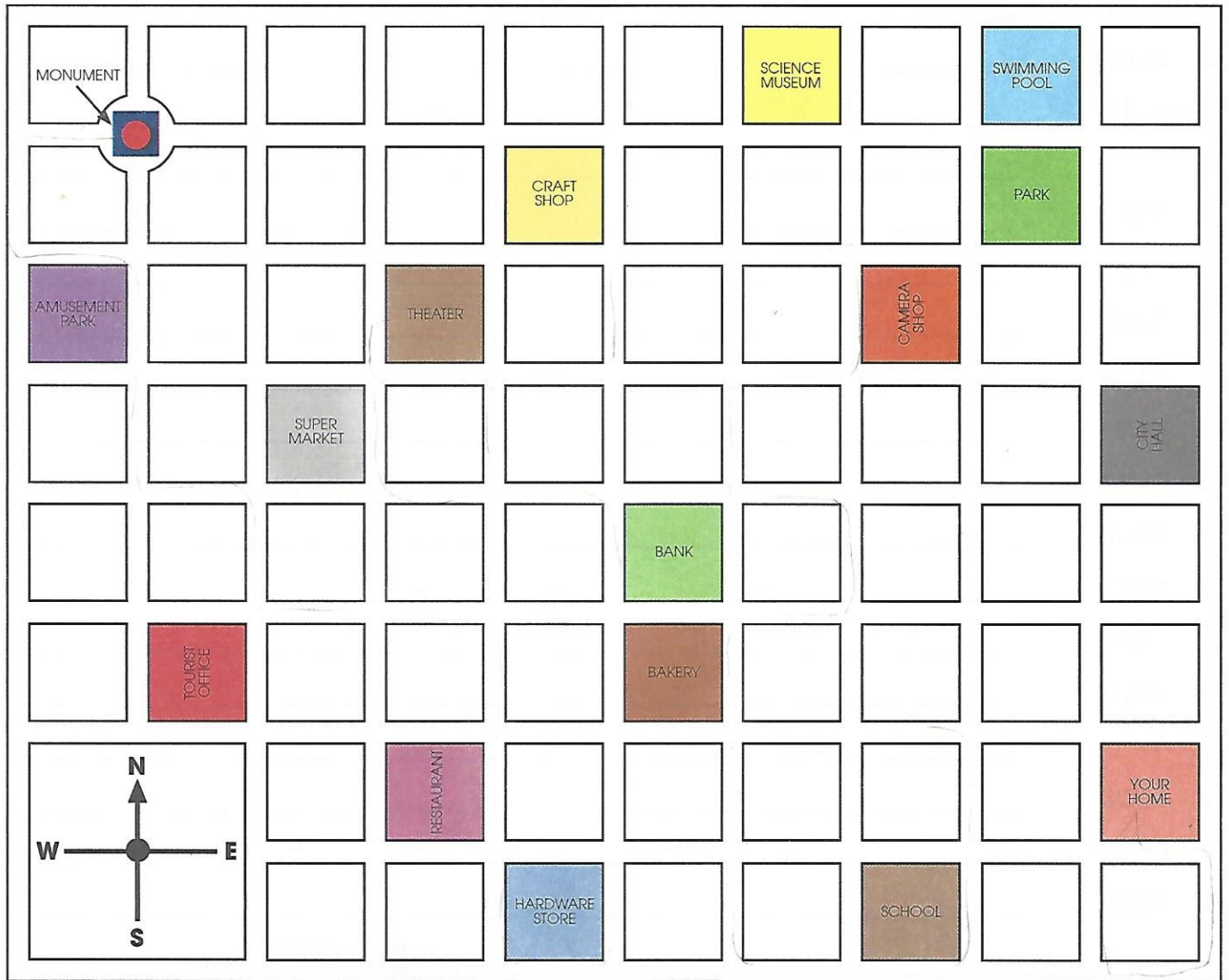
- | | | |
|-----------|-------|-------|
| 1. spring | _____ | _____ |
| 2. run | _____ | _____ |
| 3. ruler | _____ | _____ |
| 4. duck | _____ | _____ |
| 5. suit | _____ | _____ |
| 6. cold | _____ | _____ |
| 7. fall | _____ | _____ |
| 8. tire | _____ | _____ |
| 9. rose | _____ | _____ |
| 10. face | _____ | _____ |
| 11. train | _____ | _____ |
| 12. play | _____ | _____ |
| 13. foot | _____ | _____ |
| 14. pen | _____ | _____ |
| 15. box | _____ | _____ |
| 16. dice | _____ | _____ |
| 17. fly | _____ | _____ |
| 18. seal | _____ | _____ |
| 19. bowl | _____ | _____ |
| 20. ride | _____ | _____ |

Choose some of the above words and illustrate both meanings on another sheet of paper.

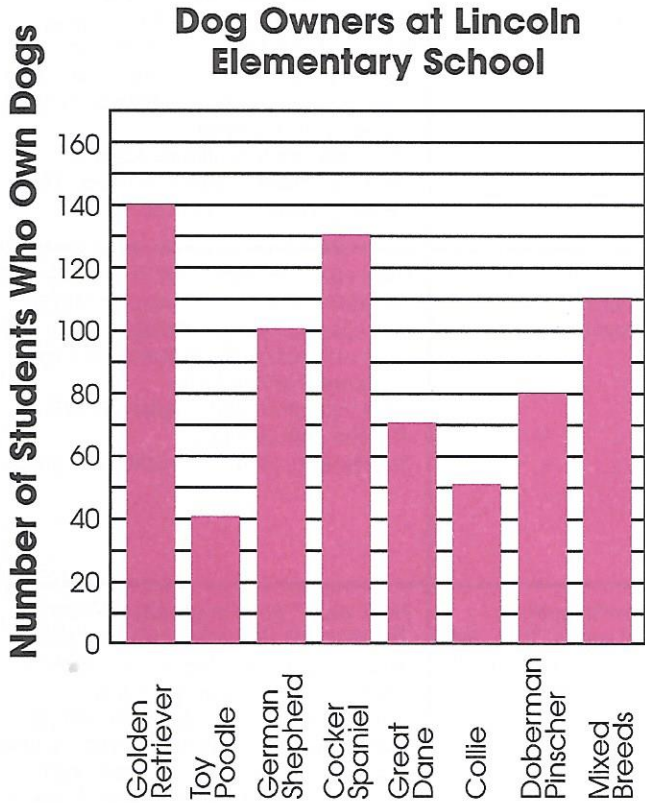


From Here to There

Use the map below for an exercise in following and giving directions. Give verbal directions to a partner from one location to another, using the compass and counting the number of blocks. Switch places and follow directions given by your partner. Repeat several times, beginning and ending at different locations.



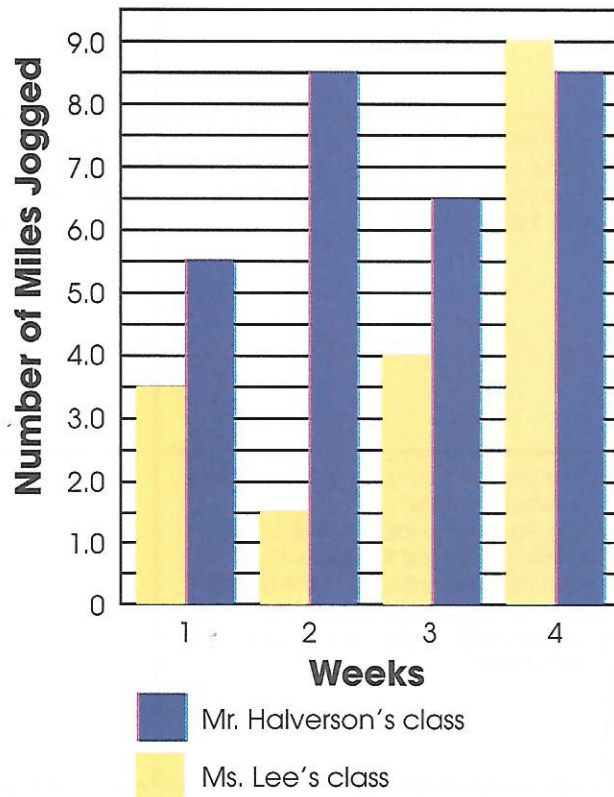
Answer the questions using the graphs indicated.



1. How many students own Great Danes at Lincoln Elementary School? _____
2. Which breed of dog is owned by the fewest students? _____
3. Which breed is owned by the most students? _____
4. How many students own Doberman pinschers? _____
5. How many more students own German shepherds than collies?

1. What class jogged the most during a one-week period? _____
2. Which class jogged the most miles during this four-week period? _____
What was the difference between classes? _____
3. Which week had the greatest range between the two classes? _____
4. Which week had the smallest range? _____
5. What was the range for Mr. Halverson's class during these four weeks?

Distance Jogged During P.E.



	Language Skills	Spelling	Reading
Monday	<p>Teach your child how to write a diamante poem. See Language Skills, Week 18, number 1.</p> <p>Have your child choose two topics as the subjects of an original diamante poem. If there is time, have your child write a second poem or illustrate the first one.</p>	<p>Select words from the past eight weeks for this week's pretest.</p> <p>Have your child correct the pretest. Add personalized words and make two copies of this week's study list.</p>	<p>Using Resources</p> <p>Have your child read chapters 21–24 of <i>The War with Grandpa</i>. In chapter 24, Peter's friend shows off his vocabulary. Have your child look up the definition of each big word the friend uses. Then, have your child look up other words to increase his/her own vocabulary.</p> <p>This week, explore different types of reference materials with your child. See Reading, Week 18, number 1.</p>
Tuesday	<p>Building Vocabulary: Provide your child with a list of words that are often misused. See Language Skills, Week 18, number 2. Have your child make an alphabetical glossary of these words. Each glossary entry should include a definition that sets the word apart from a similar word. This project may take several days.</p>	<p>Have your child sort spelling words from the past eight weeks by parts of speech. Ask your child to list all nouns, verbs, adjectives and so on.</p>	<p>Have your child read parts of <i>The War with Grandpa</i> out loud. Have him/her choose passages that contain dialogue. Does your child read with much expression? If not, encourage him/her to try.</p> <p>Have your child read chapters 25–29 of <i>The War with Grandpa</i>.</p> <p>See Reading, Week 18, numbers 2 and 3.</p>
Wednesday	<p>Have your child continue working on the glossary of confusing words. Choose three word pairs that your child has already entered into the glossary. Have your child use each word correctly in a sentence.</p>	<p>Scramble the letters of several spelling words from the past eight weeks. Then, ask your child to unscramble the letters in each word and spell out the word correctly.</p>	<p>Have your child read chapters 30–34 of <i>The War with Grandpa</i>. Have your child write in his/her Reading Journal about Peter's reaction to losing the war. Explore geographical resources with your child. Have your child look at and compare maps, atlases, globes and road maps. <i>How are these resources different? How are they alike? What might you use each reference to find?</i></p>
Thursday	<p>Have your child continue working on his/her glossary of confusing words. Have your child complete Troublesome Verb Pairs (p. 200).</p>	<p>Have your child look at the words from the past eight weeks. Can he/she find any words <i>within</i> those words (e.g., sentence, reference)? How many can he/she find?</p>	<p>Have your child read chapters 35–37 of <i>The War with Grandpa</i>. Discuss the alliteration in the words "Pete's Place." Have your child design a doorknob tag to hang on his/her bedroom door. Have him/her write an alliterative phrase on the tag and decorate it. Examples: Rachel's Room, Carl's Cavern, Letrisha's Lodge. Discuss how a table of contents compares to an index. See Reading, Week 18, number 4.</p>
Friday	<p>Have your child complete his/her glossary of confusing words.</p> <p>Have your child publish his/her favorite poems from the last few weeks in a personal poetry anthology. Have him/her create an appropriate cover for the book, including a title and the poet's (your child's) name.</p>	<p>Give your child the final spelling test.</p>	<p>Discuss the main idea of <i>The War with Grandpa</i>. Then, discuss the book as a whole. Have your child express an opinion about the actions of the characters. Discuss glossaries. See Reading, Week 18, number 5.</p> <p>Review reference materials. Have your child complete The Right Stuff (p. 201).</p>

Math	Science	Social Studies
<p>Teach your child how to make a double-line graph. A double-line graph compares two related events over the same period of time. <i>See Math, Week 18.</i></p>	<p>Have your child research the work of Gregor Mendel. <i>See Science, Week 18, number 1.</i> Have your child take notes on Mendel and his work in his/her Science Log.</p>	<p>Westward Expansion Continue last week's discussion of Texas. <i>Why might Texans have wanted statehood? (for protection) Why were some people in the U.S. in favor of annexation? (desire for land) Why were more Southern states in favor of annexation than Northern states? (slavery) How do you think the Mexicans felt about Texas becoming a state? See Social Studies, Week 18, numbers 1 and 2.</i></p>
<p>Review the different types of graphs and how to read them. Have your child complete Circle Graph (p. 202).</p>	<p>Have your child complete a research project based on his/her research on Gregor Mendel. Have your child write a report or create a poster that demonstrates his/her understanding.</p>	<p>Have your child read about the presidents (up to Lincoln) and social reform in the nineteenth century. Have your child make a list of facts about the presidents. <i>See Social Studies, Week 18, numbers 3 and 4.</i></p>
<p>Review place value and the basic mathematical operations: addition, subtraction, multiplication and division. Does your child understand regrouping? Review estimation and rounding. Repeat any activities that your child still finds difficult.</p>	<p>Have your child use the plant glossary begun in Week 10 and other related terms to write riddles or a story. <i>See Science, Week 18, number 2.</i></p>	<p>Have your child continue reading about America's early presidents.</p>
<p>Review concepts of geometry with your child. Does your child know the difference between a line, a line segment and a ray? Review angles. Determine whether your child can recognize different geometric shapes and solids. Reteach any concepts, if necessary. Repeat some of the exercises from previous weeks on topics your child finds most difficult.</p>	<p>Observe the bread mold experiment from Week 17. Discuss the results. <i>Under what conditions does the bread mold seem to develop and grow the fastest? What do you think commercial bakers do to retard mold growth in their products? What chemicals are added to bread products to prevent molding? (look at a label)</i> Review plants, flowers and trees. Have your child complete What Am I? (p. 204). Reteach any concepts if necessary.</p>	<p>Make a copy of United States Map (p. 205). Have your child color the successive expansions of the country in different colors: Thirteen Colonies (1776), Post-Revolution (1783), Louisiana Purchase (1803), British Cession (1818), Florida (1819), Texas (1845), Oregon Country (1846), Mexican Cession (1848), Gadsden Purchase (1853), Alaskan Territory (1867) and Hawaii Territory (1898). Then, have your child add these dates to the time line.</p>
<p>Quiz your child on the material covered so far this year. Have your child complete Second Quarter Test (p. 203).</p>	<p>Discuss jobs that are related to plants, such as botanist, horticulturist, forest ranger and farmer. Have your child write a job application and cover letter to apply for an imaginary job related to plants. In the application and cover letter, have your child demonstrate his/her understanding of plants and describe in detail his/her skills that pertain to the chosen job.</p>	<p>Arrange for your child to perform some community service.</p>

TEACHING SUGGESTIONS AND ACTIVITIES

LANGUAGE SKILLS (Poetry / Building Vocabulary)

- 1. A diamante poem follows a strict grammatical format and looks like a diamond when completed. A diamante covers two (often contrasting) subjects. Lines 1–3 and the first two nouns of line 4 describe the first topic; the remainder of the poem describes the second topic. The example shown here contrasts the city and the country. Have your child follow the pattern shown to write his/her own diamante poem. (A *participle* is a verb form that is used as an adjective.)

Pattern:	noun	Example:	<i>Country</i>
	adjective, adjective		<i>Quiet, green</i>
	participle, participle, participle		<i>Planting, growing, harvesting</i>
	noun, noun, noun, noun		<i>Barns, meadows, skyscrapers, factories</i>
	participle, participle, participle		<i>Hustling, bustling, hurrying</i>
	adjective, adjective		<i>Big, busy</i>
	noun		<i>City</i>

- 2. Give your child the following list of word pairs that are often misused. Encourage your child to use grammar books, dictionaries and other resources to clarify the correct usage of each word.

bring, take	affect, effect	alright, all right	can, may
ascent, assent	your, you're	who, whom	sit, set
counsel, council	very, vary	accept, except	its, it's
principal, principle	imply, infer	learn, teach	lie, lay
immigrate, emigrate	farther, further	fewer, less	than, then
continual, continuous	pore, poor, pour	good, well	bad, badly
altogether, all together	miner, minor	capital, capitol	later, latter
complement, compliment	among, between	all ready, already	let, leave

READING (Using Resources)

- 1. Explore the wealth of resources that can be found at the library. Dictionaries and encyclopedias are just two of the many different types of reference materials available. If possible, arrange a trip to a local library sometime this week. Allow your child to browse through the reference section. Point out the many types of resources found there. Have your child compare and contrast some of the materials. Incorporate some of the following activities (2–5) into this week's lesson plan. Try to connect the activities to topics or questions that arise from the reading of *The War with Grandpa*.
- 2. Discuss which type of resource might contain the answer to the following question: *Where is the jaeger's nesting grounds?* Guide your child to the correct resource and the answer to the question. Teach your child how to find the correct volume of an encyclopedia by looking at the spine. Provide other questions for your child to answer. Some suggestions: *What land masses are found along the Chukchi Sea? How is peat created and what is it used for? What materials are used to construct a kayak? What plants are found in the tundra?*
- 3. Have your child compare the information about a particular bird found in an encyclopedia entry with the information found in a bird book. Ask your child why the information is presented so differently.
- 4. Have your child look at a table of contents and an index in the same book. Ask how the two are alike and different. Ask your child to locate various things in the same book using one or the other guide.
- 5. Explain to your child the purpose of a glossary. Name some examples of books that might have glossaries. List the following words on the chalkboard. This list contains words that might be found in the glossaries of certain types of reference books. Have your child name the type of book that might contain each word.

Example: the word *robin* might appear in the glossary of a bird book.

triceratops	gulls	coniferous	longitude	plateau
constellation	cumulus	herbivorous	skeleton	sedimentation
insulated	cold front	elephant	light bulb	triangle
satellite	similes	aorta	Navajo	byte

MATH (Graphs)

Have your child make a line graph showing the outside temperature twice a day. Have him/her write the dates for one week along the horizontal axis and a range of temperatures along the vertical axis. Have your child post a thermometer outside and record the temperature at the same times (9:00 A.M. and 4:00 P.M.) each day for a week. Have your child record each morning temperature in blue and each afternoon temperature in red along the same vertical line (same date). After seven days, have your child connect the dots of the same color. Ask your child to compare the two lines and make any observations.

SCIENCE (Plant Review)

- ▶ 1. Have your child find the answers to the following questions about Gregor Mendel:

*Where did he conduct his experiments?
Which plant did he use in his experiments?
Why do you think he selected this plant?
Why was Mendel's work so important to the field of genetics?
What does the term recessive mean?
What does the term dominant mean?
What is a hybrid?*

- ▶ 2. Have your child look at the terms in the unit's glossary and add other important words related to plants that have been studied. Then, have your child use these words to compose a series of riddles. Provide your child with index cards on which to write the riddles. Use the following riddle as an example:

*I grow from bulbs.
I bloom in the spring.
I have thick green leaves.
I have large, beautiful petals.
I am the national flower of the Netherlands.
What flower am I? **Answer: a tulip***



SOCIAL STUDIES (Westward Expansion)

- ▶ 1. Have your child read about the Mexican-American War. Guide your discussion with the following questions:

<i>What events led to the war?</i>	<i>Who were the American generals?</i>
<i>What were the dates? (add to the time line)</i>	<i>Who was the Mexican president at the time?</i>
<i>Who was the American president at the time?</i>	<i>What was the outcome of the war?</i>
<i>Where did the battles take place and under whose leadership?</i>	

- ▶ 2. Discuss the concept of Manifest Destiny. Americans thought it was their right to expand their territory across the continent to the Pacific Ocean. What does your child think of such an attitude?
- ▶ 3. During the 1800s, settlers continued moving west, establishing new states and territories. As new areas developed, so did the need for social policies. The women's rights movement began to grow as women saw their roles changing. Many people also spoke out against slavery or demanded better schools for everybody—not just for the elite.
- ▶ 4. Have your child research the following presidents: Martin Van Buren, William Henry Harrison, John Tyler, James K. Polk, Zachary Taylor, Millard Fillmore, Franklin Pierce and James Buchanan. As your child reads about each president, have him/her take notes on an index card. Notes should include the president's name, the dates he held office and at least three facts about his presidency or public life. Discuss each president and have your child add dates to the time line.

Troublesome Verb Pairs

Week 18

Don't confuse verbs that have similar meanings.

Lay means *put or place*.

Lie means *rest or recline*.

Set means *put something somewhere*.

Sit means *sit down*.

Let means *allow*.

Leave means *allow to remain*.

Teach means *show how*.

Learn means *find out*.

Lend means *give to someone*.

Borrow means *get from someone*.

Write the correct verb on each blank below.

"Mark, did you _____ (set, sit) the saddle on the fence?" David asked.

"Yes, David. I was going to _____ (let, leave) it in the barn, but it was heavy."

Did you _____ (teach, learn) how to throw the saddle onto your horse's back yet?" Mark asked.

"Yes, and then I needed to _____ (lay, lie) down and rest," David answered.

"I was going to _____ (lend, borrow) you a hand, but I was too busy trying to _____ (teach, learn) how to rope," David remarked.

"Will you _____ (let, leave) me _____ (lend, borrow) your horse tomorrow morning?" Mark inquired.

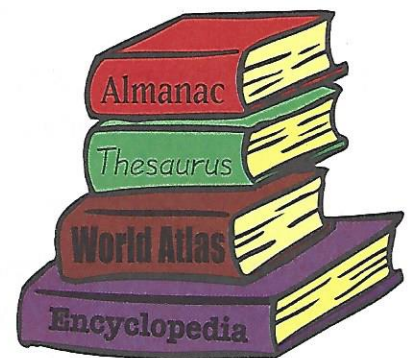
"Sure, Mark. I'm going to just _____ (set, sit) under a tree and read a book tomorrow morning," David responded.

Write the correct verb from the parentheses for each sentence.

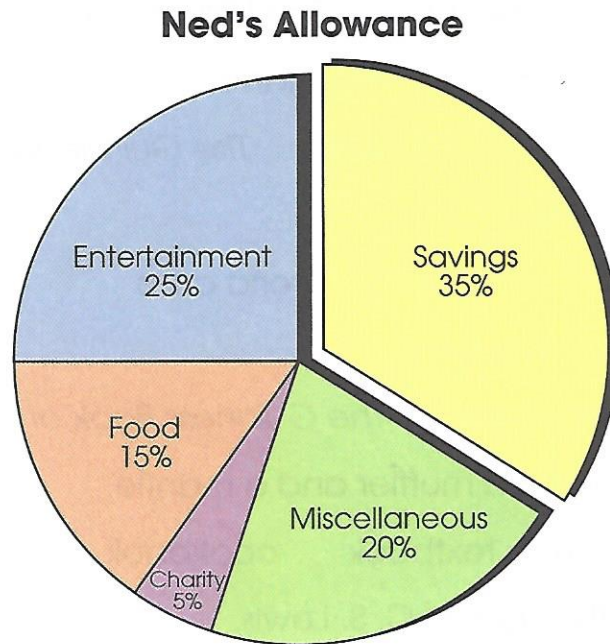
1. Tell your dog to _____ (lay, lie) down in front of the barn.
2. Please, _____ (lay, lie) that saddle down in front of the stall and _____ (set, sit) the bridle on the table.
3. _____ (Set, Sit) on that bale of hay and rest your tired legs.
4. Will you _____ (let, leave) me wear your boots tomorrow?
5. Don't _____ (let, leave) those oats there.
6. I want to _____ (teach, learn) how to trim my horse's hooves.
7. We will certainly be happy to _____ (teach, learn) you.

Circle the resource book you would use to find . . .

1. A recipe for baking homemade bread.
encyclopedia cookbook *The Life of a Beaver*
2. A description of how beavers make dams.
almanac *The Life of a Beaver* *The Guinness Book of World Records*
3. Another word for "route."
thesaurus math textbook world atlas
4. A map of the United Kingdom.
thesaurus world atlas *The Guinness Book of World Records*
5. The difference between a muffler and a mantle.
dictionary science textbook cookbook
6. Information about the author, C. S. Lewis.
almanac encyclopedia *Guidebook for Art Instructors*
7. Which is the world's most massive dam.
The Guinness Book of World Records dictionary thesaurus
8. The oldest words in the English language.
almanac atlas *The Guinness Book of World Records*
9. Why a beaver slaps its tail.
dictionary *The Life of a Beaver* atlas
10. The pronunciation of "courtier."
The Hobbit dictionary almanac
11. What camphor is used for.
dictionary *The Life of a Beaver* thesaurus
12. The average snowfall for December 25th.
almanac cookbook spelling workbook



Ned earns an allowance of \$10.00 each week. He created this circle graph on his computer to show his parents how he spends the money. Refer to the graph to answer each question below.



1. Ned highlighted the savings segment of the circle graph because his family believes that having a savings account is very important. If Ned saves \$3.50 each week, how much will he have left for other things?

2. Ned spends all of his entertainment allowance on movies. How much does he spend each week on movies?

3. How much does Ned spend each week on miscellaneous expenses? Name some things he might buy which would fall into this category.

4. If you have an allowance, create your own circle graph detailing your spending habits. If you don't have an allowance, write two sentences describing how you would spend \$10.00 differently than Ned.

Second Quarter Test

Week 18

Add or subtract.

1. $87 + 36,542 + 3 = \underline{\quad}$

2. $22 + \underline{\quad} = 39$

3.
$$\begin{array}{r} 7 \text{ ft. } 3 \text{ in.} \\ + 2 \text{ ft. } 9 \text{ in.} \\ \hline \end{array}$$

4.
$$\begin{array}{r} 3 \text{ wks. } 2 \text{ days} \\ - \quad \quad \quad 3 \text{ days} \\ \hline \end{array}$$

5. $103 - \underline{\quad} = 45$

6. $89 - 27 = x$
 $x = \underline{\quad}$

Estimate.

7.
$$\begin{array}{r} 29,365 \\ + 7,850 \\ \hline \end{array}$$

8. $87 \times 4 = \underline{\quad}$

9. $22 \overline{)3,849}$

Multiply or divide.

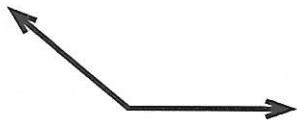
10. $9 \overline{)736}$

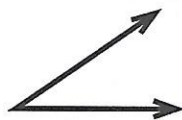
11. $76 \times 30 = \underline{\quad}$

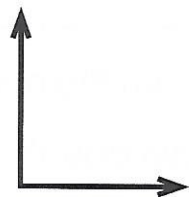
12. $\frac{529}{31} = \underline{\quad}$

13. What is the change from \$5 for a purchase of \$1.87?

14. Identify each angle as acute, right or obtuse.



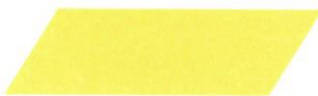




15. Draw a 60° angle.

16. Draw 2 parallel lines.

17. Label each polygon.











Find the answers to the riddles in the word search. **Circle** them and **write** them on the blanks provided. Use pages 131, 144 and 177 to help you. **Hint:** Words may be found horizontally, vertically, diagonally and backwards.

1. I am made of sapwood and heartwood. What am I?

2. I am a seed with two cotyledons. What kind of seed am I? _____
3. I carry food made by the leaves to other parts of the tree. What am I? _____
4. A monocot has only one of me. What am I? _____
5. Every year, I produce a new layer of bark. What am I?

6. I am the female reproductive part of the flower. What am I?



7. I am the male reproductive part of the plant. What am I? _____
8. We absorb water and minerals from the soil. What are we? _____
9. I am a leaf with many blades. What kind of leaf am I? _____
10. Animals and wind can disperse us. What are we? _____
11. My food is stored inside two cotyledons. What am I? _____
12. I carry water from the roots to the leaves. What am I? _____



Can you find other plant terms hidden in the puzzle?

United States Map

Week 18

